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ABSTRACT

The first volume of this three-volume report is a technical report and is intended to describe: the process used to evaluate the 3 on 2 Program: the data collection methods and the analysis procedures undertaken: and the results of the data analysis. This volume presents specific findings and analyses, whereas the evaluative conclusions are presented in Volume II and summarized in Volume III. Chapter II of this volume describes the 3 on 2 Program in which three teachers work as a team with two classes from two grade levels. Chapter III describes the advocate-adversary approach used in the summative evaluation. Chapter IV describes the sampling procedures and the achievement testing program used. Chapter V describes the survey of student attitudes and Chapter VI describes the survey of opinions of teachers, principals, parents, and state policy makers. Chapter VII presents the evaluation of teacher absenteeism and some other teacher characteristics. The remaining chapters discuss classroom observation data, costs, archival information, and a summary of the data collected and major findings. There are 13 appendices. (CTM)

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EVALUATION REPORT 1976-77

NWREL

Volume I
Technical Report

Assessment Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue, Portland, Oregon 97204
January 1977

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This evaluation of the Hawaii 3 on 2 Program has required the time and attention of many people.

Teachers have graciously tolerated the instrusion of evaluators in their classrooms; they have spent considerable time answering questions of interviewers and responding to questionnaires. Students have taken achievement tests and attitude inventories and responded to questions of interviewers. Principals have answered questionnaires, scheduled classroom visitations and interviews with themselves, teachers, pupils and parents, and they have assisted in numerous other ways. District superintendents and supervisory staff members have facilitated the work of the evaluation team in every way which they were asked. Parents of the students, state government officials, and many other citizens of the state have generously taken time to talk with the evaluators.

Superintendent Charles G. Clark and the State Board of Education should be complimented for their insistence on a completely objective external evaluation of the 3 on 2 Program. Department of Education administrators and staff in charge of the program should be applauded for their acceptance and support of the purposes for the evaluation.

Special appreciation should be extended to Ronald L. Johnson and his entire staff in the Evaluation Section for frequently reordering their own professional work to support the work of the evaluation team.

The Northwest Regional Educational Laboratory also would like to acknowledge the invaluable contribution of four external evaluators who served on the evaluation teams. Dr. W. James Popham, Professor of Education at the University of California, Los Angeles; and Dr. Arliss L. Roaden, President of Tennessee Technological University, have directed

the two opposing evaluation teams. Dr. Dale Carlson, Director of Assessment at the California Department of Education; and Dr. W. Todd Rogers, Associate Professor of Educational Psychology at the University of British Columbia, have played key roles or their respective teams. Each of these individuals has made excellent contributions and brought special talents to this evaluation effort. Dr. Michael J. Patton of the University of Minnesota also served as a consultant and provided useful insights in open education and team teaching.

Finally, the openness and candor of the educators and citizens of Hawaii with whom the evaluators have interacted have been refreshing. It is hoped that this evaluation will serve well Hawaii's continuing efforts to improve educational opportunities to children.

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3 on 2 EVALUATION REPORT, 1976-77
TECHNICAL REPORT

I. Introduction to This Volume

This document is the Technical Report of the evaluation of the Hawaii 3 on 2 organizational structure for K through 3 classrooms. The Technical Report is the first of three volumes of the final report for the 3 on 2 evaluation being submitted to the Hawaii State Department of Education (DOE) by the Northwest Regional Educational Laboratory (NWREL). The other volumes are Volume II, Team Interpretations and Recommendations and Volume III, Executive Summary.

The Technical Report has three major purposes: (a) to describe the process used to evaluate the 3 on 2 Program, (b) to describe the data collection methods and analysis procedures undertaken throughout the evaluation, and (c) to describe the results of the data analysis. Because of the technical nature of this document, it is not intended for a broad audience. Rather, it is expected that the Technical Report will be used by those who wish detailed information about procedures used in the evaluation.

The purpose of Volume II, Team Interpretations and Recommendations is twofold: (a) to present the arguments for and against the 3 on 2 Program as advanced in the Advocate and Adversary Team Reports, and (b) to present each team's Rebuttal of the opposing team's position.

The purpose of Volume III, Executive Summary is to provide an overview of the procedures, findings, interpretations, and recommendations given in Volumes I and II. It is anticipated that the Executive Summary will have the broadest general appeal and distribution.

Organization of This Volume

It is important to underscore the special nature of this report in comparison with other evaluation reports. Because this evaluation uses the Advocate-Adversary Model (described in Chapter III), the Technical Report is different from most technical reports written at the end of an evaluation study. The authors attempted to remain neutral and to refrain from any data interpretations or evaluative conclusions. Reporting of data in this volume is limited to presentation of specific findings and analyses without accompanying judgments about the program. In any other evaluation approach, such a "judgment-free" report would be viewed as incomplete. However, in the present approach, it is the role of the Advocate and Adversary Teams to interpret the data and draw conclusions based on their arguments. Their reports, as presented in Volume II, constitute the major evaluative conclusions of this evaluation.

Including this introduction section, this report has 11 major sections. Chapter II contains a short description of the 3 on 2 Program. Chapter III covers the background for the evaluation and details the evaluation process used. Chapters IV through X cover the data collection procedures, purposes for each, analyses, and results. These chapters are organized according to the types of data collected, as follows:

Chapter IV:	Achievement Data Collection and Results (Grades 3, 4 and 6)
Chapter V:	Data on Students' Attitudes Toward School and Learning (Grades 3 and 6)
Chapter VI:	Opinions of Teachers, Principals, and State Policy Makers About 3 on 2

Chapter VII: Data About Absenteeism of 3 on 2 and Self-Contained Teachers

Chapter VIII: Data About Costs Related to 3 on 2 and Self-Contained Classrooms

Chapter IX: Classroom Observation Data

Chapter X: Bibliography of 3 on 2 Program Documents

Chapter XI summarizes data collected. As noted above, there is no attempt to provide any interpretations or recommendations in this volume.

II. Description of the 3 on 2 Program

Creation of the 3 on 2 Program

The Conference Committee Report No. 3 of the 1968 Hawaii State Legislature encouraged the DOE to begin a new program called the "K-3" Program, or, as it is now called, the "3 on 2" Program. An excerpt from the report reads as follows:

> The Committee commends attention to a new program which concentrates attention to the early years of schooling. The plan would put three teachers where two are now assigned, so that three co-equal workers are with two classrooms. Two grade levels must be involved with each team of three, such as K-1, or 2-3. If the arrangement of the three teachers for two classes is afforded, the stage would be set for team-teaching in one dimension and ungraded activities in the other to meet individual experiences.... (p. 9)

This quotation illustrates that the 3 on 2 Program is an organizational and operational concept, rather than an instructional program. According to the report, assigning three teachers to a class of between 53 and 62 students, would free teachers to conduct large--or small--group instruction, or to work with pupils individually. Other potential benefits of 3 on 2 mentioned in the report are teacher preparation periods, duty-free lunch periods, counseling time for each teacher, attention to gifted pupils, and the benefit of the special and unique competencies of three teachers.

3 on 2 Program Goal

The goal of the 3 on 2 Program is to maximize the intellectual, social, emotional and physical growth of students by providing for greater individualization through team teaching (3 on 2 Program, Administrative Guide and Implementation Handbook, 1968).

Program Objectives

The 3 on 2 Program has four major objectives listed in the 3 on 2 Administrative Guide and Implementation Handbook, 1968. These objectives and criteria for attainment appear in Table 1.

TABLE 1

3 on 2 Program Objectives

3 on 2 Program Objective	The objective has been met when the student demonstrates the ability to:
1. To acquire basic learnings	• Apply knowledge and skills acquired in all subject areas to meaningful situations
2. To develop autonomy in learning (self-direction)	• Adhere to classroom management procedures set cooperatively by teachers and students • Select materials, activities and resources that will help him obtain such objectives • Attend to task to attain objectives • Participate in the evaluation of his own program
3. To develop a more realistic and positive self-concept	• Understand his role as an individual in relationship to others • See himself as a capable reader, writer, speaker, computer, etc. • Accept himself just as he is • Experience success in tasks being performed
4. To establish satisfying interpersonal relationships	• Show acceptance or liking of others, older or younger, the same age, and of both sexes • Cooperate with others • Help others • Accept help from others when appropriate • Communicate his feelings openly

In addition to these four major objectives, it was stated that the focus in the 3 on 2 program is on improvement of instruction through individualization of instruction and the team approach to teaching through the following program stipulations:

1. Providing students with APPROPRIATE LEARNING ACTIVITIES based on the diagnosis of the individual student's needs, interests and learning style rather than on grade level designation or chronological age.

2. Providing improved COUNSELING AND GUIDANCE services to students by teachers.

3. Providing for APPROPRIATE SCHEDULING based on students' needs.

4. Providing for INSTRUCTIONAL GROUPING of students based on the nature of the learner, the determination of what needs to be learned, and the nature of the activities.

5. Using PHYSICAL FACILITIES effectively.

6. Using multimedia INSTRUCTIONAL MATERIALS productively.

7. Utilizing the planning, teaching and evaluation skills of the TEAM of the three teachers or two teachers and an aide (see the section describing Modified 3 on 2 for an explanation of the last phrase).

8. Providing opportunities for PARENT CONFERENCES.

Modified 3 on 2 Program

In 1969 the legislature requested that the DOE study the use of an educational assistant in place of a third professional as a member of the team. A modified 3 on 2 team therefore comprises two teachers and an educational assistant.

Of the three educational assistant positions, the third-level position involves the most sophisticated responsibilities. For example, according to the Evaluation Handbook for the Educational Assistants Program (1969), an Educational Assistant III (the highest level) performs the following duties:

> Assists a classroom teacher or teachers in the performance of instruction-related and noninstructional tasks; and/or assists counselors, social workers, project leaders and others in the performance of a variety of supportive and counseling-type tasks; and performs other duties as required. (p. 256)

The educational requirements for an educational assistant are a high school education, or work experience requiring the ability to read, comprehend, and apply written directions; high level verbal skills may be substituted for a high school education.

For the present evaluation study NWREL was not asked to compare the modified 3 on 2 Program to the 3 on 2 Program or to the self-contained classroom. Therefore, any data collected from modified 3 on 2 teachers will be reported descriptively.

Number of 3 on 2 Teams

Table 2 presents additions and reductions in the number of 3 on 2 teams since the program began in 1968. Also presented are the decisions of the legislature and the DOE after reviewing each year's evaluation report.

TABLE 2

Number of 3 on 2 Teams, 1968-1976

School Year	Number of 3 on 2 Teams	Actions taken after that year's evaluation by:	
		Legislature	DOE
1968-69	210[a] (7)[b]	+100 teams	+100 teams
1969-70	310 (24)	+350 teams	+150 teams 1st sem. +125 teams 2nd sem.
1970-71	460 (12) 1st sem. 585 (12) 2nd sem.	+100 teams in 71-72 +100 teams in 72-73	maintain 585 teams
1971-72	585	maintain 585 teams	maintain 585 teams
1972-73	585	maintain 585 teams for 73-74	-100 teams in 73-74
1973-74	485	-65 teams in 74-75 maintain 485 teams	maintain 485 teams
1974-75	485	no evaluation	no evaluation
1975-76	485	no evaluation	no evaluation

[a] 3 on 2 teams funded by the legislature.

[b] 3 on 2 teams funded at the local and district level.

III. Overview of the Evaluation Study

The evaluation of the 3 on 2 Program was initiated at the request of the DOE. In response to this request, NWREL submitted a workplan which was subsequently approved by the DOE and the State Board of Education (BOE). Work on the study began in early March 1976. The original workplan has served as the basis for the study, with (a) modifications made at the suggestion of NWREL and approved by the DOE, and (b) modifications of supplementary activities made in response to DOE requests.

Because this was to be a summative evaluation, providing the DOE and the BOE information about the effectiveness of the 3 on 2 Program, the DOE and BOE are expected to be the primary audiences for this evaluation report. However, given the high visibility of the 3 on 2 Program in Hawaii, important secondary audiences will include other state executives, legislators, parents and teachers.

Description of the Evaluation Process

To find an approach that would best meet the evaluation needs of the DOE, NWREL considered several alternatives. An advocate-adversary evaluation approach was selected.

In this relatively new approach to evaluation, two independent teams examine the program. The Advocate Team attempts to determine the merits of the program. As its name implies, this team becomes the program advocate. The Adversary Team concentrates on identifying the program's weaknesses and limitations, becoming, in effect, the program opponent. The findings of the two teams, considered together, should fully represent the major positive and negative program characteristics, thereby portraying the program as accurately and completely as possible.

Upon completion of the evaluation, the summarized results and recommendations of each team are presented orally and in written form to DOE administrators responsible for program decisions. The written team reports compose Volume II. The administrators' task is to abstract the most compelling evidence from among the strengths and weaknesses presented by the two teams and to make program decisions and recommendations for BOE action based upon that evidence.

Rationale for Using the Advocate-Adversary Approach

The advocate-adversary approach has a strong advantage in its inherent capability to present both the favorable and unfavorable aspects of a program in a balanced relationship. It does not depend on the presumed impartiality of a single evaluator or evaluation team for the fair presentation of a program's strengths and weaknesses. The advocate-adversary approach is especially useful when there is concern that a single evaluation team may not be able to represent adequately both the positive and negative sides of an educational program.

Several factors favored the use of an advocate-adversary approach for the 3 on 2 evaluation. First, as noted earlier, the 3 on 2 Program is highly visible. It has many supporters--as well as many opponents--throughout the state. Many people feel strongly--pro or con--about the prospect of change in the 3 on 2 Program. The advocate-adversary approach provides an optimal format for eliciting and reporting data from both viewpoints. This approach also assures decision-makers that all sides of the issue have been studied and all relevant data have been presented.

In short, an advocate-adversary approach provides the best opportunity to represent (a) the consolidation of all recommendations, (b) rebuttals of the recommendations from both sides, and (c) the positive and negative aspects of the program that can guide DOE decision-makers to specific recommendations rather than global, all-or-nothing decisions.

Teams for the Advocate-Adversary Approach. Prior to selection, several decisions were made regarding the qualifications of team members. First, it was felt that all team members should be experienced evaluators, and that, in aggregate, the teams should be evenly balanced in a number of important areas, including measurement skills, understanding of data analysis, interviewing skills, and knowledge of Hawaii's educational system. Second, it was determined that the evaluation teams should include both NWREL evaluation staff and outside evaluation experts not employed by NWREL. Third, it was decided that teams of four members each would be appropriate, given the workload and available budget. These teams were to be coordinated by two project codirectors, neither of whom was a team member.

Following these criteria, two teams of experienced evaluators were formed, each comprising two NWREL staff members and two external consultants. One NWREL staff member was appointed team liaison for each team. The team liaison was to coordinate evaluation tasks with team members and manage communication within the team and with the opposing team. Team members were assigned by project codirectors. Then teams were assigned to the advocate and adversary positions by the toss of a coin. Team members chosen to participate in the project were assigned as follows:

Advocate Team

W. James Popham, University of California (Los Angeles)
Dale Carlson, California Department of Education
Thomas R. Owens, NWREL (Team Liaison)
Michael D. Hiscox, NWREL

Adversary Team

Arliss L. Roaden, Tennessee Technological University
W. Todd Rogers, University of British Columbia
William J. Wright, NWREL (Team Liaison)[1]
Thomas Sachse, NWREL[2]

The project codirectors were Dean H. Nafziger and Blaine R. Worthen of NWREL; they were responsible for overall leadership and administration of the study. Selection of all team members, including NWREL staff,was contingent on DOE approval.

In order to stay within budget restrictions, it was decided at the onset that the two teams would not be able to develop evaluation designs and undertake data collection activities independently. Therefore, the evaluation design and a body of data were jointly agreed upon by both teams prior to implementing the study. Under the direction of the project codirectors, data were collected as needed by the two teams, and all data were made available to both teams. The results of these data collection efforts appear in the following chapters. A number of additional agreements, called the Ground Rules for the Evaluation, guided the functioning of the two teams (see Appendix A).

---

[1] Dr. Wright resigned in September 1976 to assume a new administrative position within NWREL, and was replaced by Dr. Kim Yap.

[2] Mr. Sachse resigned in September 1976 to pursue doctoral studies at Stanford University, and was replaced by Ms. Jeri Benson.

Purpose of the Evaluation

The purpose of the evaluation study was to see if the 3 on 2 organizational structure was effective in attaining its goals. To make this determination, the self-contained classroom was used as a point of comparison. Although comparisons are drawn between 3 on 2 and self-contained classrooms throughout this evaluation report, it should be stressed that this is not an evaluation of the self-contained classroom structure. The focus of the present evaluation is on 3 on 2 and variables relevant to its evaluation. Somewhat different variables would need to be added to provide a comprehensive evaluation of the self-contained classroom.

A series of general evaluation questions were articulated at the initial meeting of the teams to define the concept of effective goal attainment within the 3 on 2 Program. These questions guided the evaluation plans and activities:

1. Does the 3 on 2 Program increase academic success more than self-contained classrooms?
2. Are students in 3 on 2 classrooms able to get more individual help than those in self-contained classrooms?
3. Do students in 3 on 2 classes have a more favorable attitude toward school, home, and themselves than students in self-contained classes?
4. Do teachers in 3 on 2 classrooms have more time for planning?
5. Do teachers in 3 on 2 classrooms work together as a team?
6. Have teachers been involved in developing the 3 on 2 Program and planning its implementation?
7. Do students have optional access to 3 on 2 or self-contained programs?
8. Are there sufficient guidelines for the 3 on 2 Program?

9. How adequate have the inservice programs been in promoting the effectiveness of 3 on 2?

10. What are the program costs of the 3 on 2 Program as compared to those of self-contained classrooms?

Sources of Information

In order to adequately address the evaluation questions posed in this study, data were collected from several sources by several methods. The data sources, types of data collected, and dates of data collection are summarized in Table 3.

TABLE 3

Data Used in the 3 on 2 Evaluation

Data Source	Type of Information	Date of Collection
Students (3rd)	Achievement in Reading and Mathematics (Norm Referenced); Attitudes Toward School and Learning	May 1976
Students (4th)	Achievement in Reading and Mathematics (Criterion Referenced)	October 1976
Students (6th)	Achievement in Reading and Mathematics (Norm Referenced); Attitudes Toward School and Learning	September and October 1976
Teachers (K-3)	Opinions About the Usefulness of the 3 on 2 Organization; Information About the 3 on 2 Organization; Opinions About the Future of 3 on 2; Teachers' Views of Classroom	May and October 1976
Teachers (4th)	Opinions About the Usefulness of the 3 on 2 Organization; Opinions About the Future of 3 on 2	October 1976
Principals	Opinions About the Usefulness of the 3 on 2 Organization; Background Information on How 3 on 2 was Implemented and Maintained; Opinions About the Future of 3 on 2	May 1976
Classrooms (3 on 2 and Self-contained)	Observational Information About Classroom Characteristics	October 1976
Department of Education Staff and Administration	Background Information About the History and Implementation of 3 on 2; Possible Alternatives for the Future of 3 on 2 and the Funds Available for 3 on 2	May and October 1976
Public Departmental Records	Absenteeism Rates for 3 on 2 and Self-Contained Teachers; Cost Information Related to 3 on 2 and Self-Contained Classrooms	May and October 1976
Board of Education Members, State Officials	Background Information on the Planning and Implementation of 3 on 2; Perceptions About the Functioning of 3 on 2	May and October 1976
Interested Citizens in Each District	Perceptions About the Functioning of 3 on 2; Ideas About Aspects of 3 on 2 in Need of Study	May and October 1976

Constraints on the Evaluation Study

This evaluation was conducted within several constraints; each had direct implications for the scope and focus of the evaluation plan and procedures used to generate the data. The most critical constraints were (a) the deadline by which the evaluation had to be completed, and (b) variables confounding the 3 on 2 Program.

The study began in March 1976, and was scheduled for completion at the end of January 1977, in order to comply with the legislature's schedule for decisions affecting the program. In other words, this evaluation effort took place during two school years, but did not completely span either of those years. Such a schedule made the collection of student outcome data very difficult because spring data, the most useful for assessing student outcomes, had to be collected during the first three months of the project. Moreover, 10 months is a very short time in which to plan and conduct a large-scale data collection effort. Since a longitudinal study was not possible, the present evaluation attempted to overcome this constraint by planning several short-term data collection efforts that would span the year the evaluation was to take place. The plan for the present evaluation study was not dependent on any single technique for collecting evaluative information regarding the 3 on 2 Program because of the high risk of bias or error associated with any single technique. Each of the data collection techniques--such as achievement testing, interviews, questionnaires, and observations--was designed to supplement the others, thus compensating for sources of bias and error in any one approach and justifying confidence in the aggregated data. Although these combined techniques were proposed as the best information collection techniques possible given the time available, it is recognized that they do not completely eliminate the possibility of error or bias entering into the data.

A second constraint involves the existence of programs other than the 3 on 2 Program operating in Hawaii classrooms, which could affect the evaluation data and make them difficult to interpret. The evaluators could not anticipate all the factors that might influence the effectiveness of the 3 on 2 organizational structure, nor could they test for all of them without testing every student in the state. Given the expense of testing this was clearly not a viable alternative. However, the evaluators did feel it would be important to control for three obviously confounding variables: socioeconomic status (SES), Hawaii English Program (HEP), and various classroom organizational patterns. SES was seen as a probable influence on achievement test scores and therefore had to be controlled. Most 3 on 2 classrooms use HEP, whereas most self-contained classrooms do not; therefore, HEP effects had to be controlled. Other problems occurred where classroom organizational patterns incorporated full-time professionals, and full- and part-time aides; such organizations are neither clearly 3 on 2 nor self-contained. In order to sort out these confounding factors so that the evaluation data would not be misleading, a complex sampling plan had to be used in the collection of student data. That sampling plan is detailed in Chapter IV.

IV. Achievement Data Collection Methods and Results

Third Grade Achievement Testing

In order to answer Question 1--Does the 3 on 2 Program increase academic success over self-contained classrooms? (p.13), it was necessary to assess the achievement of students in 3 on 2 classrooms as well as in self-contained classrooms. Third grade students in each classroom organization were chosen because evaluators wanted to determine if any cumulative effect on student achievement was created by a particular classroom structure.

The Sample. One reason it is difficult to compare the achievement of students in 3 on 2 with that of students in self-contained classrooms is that the 3 on 2 Program was not assigned to schools or classes in accord with any experimental or quasi-experimental design. Rather, it was provided to schools as increased funding became available and as interest in program participation was expressed by school principals.

Thus, at the time of this evaluation report, a wide variety of classroom organizations exists throughout the islands. There are regular 3 on 2 classes, modified 3 on 2 classes, and exceptional 3 on 2 classes[3] --in addition to the traditional versions and modifications of self-contained classes. HEP is scattered throughout the Hawaii classrooms elaborating the complexity of the pattern. Therefore, in order to draw a representative sample it was necessary to define the population to which the evaluation results would apply.

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[3] Exceptional classes are those which include two or more grade levels.

Defining the Sample Frame. Beyond the fact that the evaluators were looking for a cumulative effect of 3 on 2 on student achievement, limited time and financial resources restricted the spring sample to a single grade level.

The DOE gave NWREL information indicating that there were 415 "regular" third grade classrooms in Hawaii.[4] Some of these "regular" classrooms are in schools which have decided to offer only the 3 on 2 type class to its lower grade primary students; others are in schools which have no 3 on 2 classrooms. The majority of the schools offer some combination of self-contained and 3 on 2 classes; it was decided that the sample frame would include only schools of this type. The reasoning was that administrators and/or staff of schools which offered only 3 on 2 or only self-contained classes were probably committed to a particular educational philosophy to such an extent that students from these schools represented distinctive subgroups.

A second restriction was placed on the sample frame through exclusion of exceptional 3 on 2 classes. Such classes are aberrant in that they span more than two grade levels. Again they seemed too distinctive to be placed in the same sample category as regular or modified 3 on 2 classes, and too few in number to be studied separately.

The decision to include the modified 3 on 2 classes in the sample frame, despite the fact that there were only 18 such classes at the third grade level, was based largely on DOE expectations. Since these modified 3 on 2 classes had been a major focus of previous investigations, the argument to include them in the achievement test sample was compelling.

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[4] This figure does not include any of the 67 classrooms at grade levels K through 3, which are classified by the DOE as "other."

However, since testing treatment effects for this group would obviously lack statistical power, it was decided that data on modified 3 on 2 classes would be used descriptively and not for comparative purposes.

The factors used to define the sample frame for the remaining 373 classrooms were Classroom Organization, HEP, Type of School, and School Socioeconomic Status (SES). The definitions used for each factor in the study were as follows:

Classroom Organization (3 levels)

3 on 2	Classes which have three teachers with 52 or more students from two grade levels.
Self-Contained	Classes which have one teacher with approximately 26 students from a single grade level.
Modified 3 on 2	Classes which have two teachers and an aide with 52 or more students from multiple (usually two) grade levels.

HEP (2 levels)

HEP	Classes which used HEP.
Non-HEP	Classes which did not use HEP.

Type of School (2 levels)

HEP Only	Schools in which all classes used the HEP materials.
Both HEP and Non-HEP	Schools in which some classes used HEP and others did not.

Socioeconomic Status (3 levels)

High	That fourth of the schools which had the lowest percentage of students whose families received Aid for Dependent Children.
Medium	The schools which fell in the two middle fourths with respect to the percentage of families receiving Aid for Dependent Children.
Low	That fourth of the schools which had the highest percentage of families receiving Aid for Dependent Children.

Factors other than classroom organization were chosen because each was presumed to influence student achievement, making it desirable to control for their impact when testing for the effects of the 3 on 2 Program. Since there was some uncertainty about the importance of the type of school, it was decided to investigate the contribution of school type to student achievement as the first step in the analysis. If it turned out to be trivial, then pooling of the data would be possible.

Table 4 shows the number of classes in each cell of the sampling frame. The data concerning schools and classrooms (e.g., SES, classroom organization, type of HEP program) used in constructing Table 4 were supplied by the DOE.

TABLE 4

Sampling Frame for the Third Grade

N=373[a]

Socioeconomic Status	Classroom Organization								
	3 on 2			Self-contained			Modified 3 on 2		
	HEP[b] Only	Both HEP & Non-HEP		HEP Only	Both HEP & Non-HEP		HEP Only	Both HEP & Non-HEP	
		HEP	Non HEP		HEP	Non HEP		HEP	Non HEP
High	10	48	15	7	1	60	2	3	3
Medium	29	31	6	7	9	33	1	5	1
Low	13	21	14	7	3	41	0	1	2

[a] N = Number of Classrooms

[b] HEP = Hawaii English Program

Drawing the Sample. The classroom was chosen as the sample unit on the grounds that it is the unit to which the "treatment" (classroom organization) is "applied" (Wiley & Bock, 1967). It was, however, evident that the number of years spent by the student in a particular type of classroom organization was an important consideration.

Further, the decision was made to randomly sample classrooms within each cell. While other stratifications (e.g., by school district) are initially appealing, the cell frequencies were too small to permit them.

Two considerations guided the determination of cell sample size:

1. The need for as large a sample as possible to allow reasonably confident interpretation of findings, and
2. A desire for proportionality in the sample where the population figures permitted it.

For classes which used the HEP materials it was decided to sample seven classes per cell for those cells which contained at least seven classes. Classes in cells with fewer than seven classes were also included in the testing.

For non-HEP classes it was determined that 10 classes per cell would be sampled where the population size permitted, and that all classes in cells with fewer than 10 classes would also be tested.

These decisions were based on purely pragmatic grounds. In general, the population size for non-HEP classes was large enough to permit a greater cell sample size.

The cell frequencies for the sample are shown in Table 5. The sample was drawn using a random number table. Discrepancies between the sample drawn and the classes actually tested are discussed in the student data analysis section.

TABLE 5

Distribution of Students in Third Grade Sample

N = 148[a]

Socioeconomic Status	Classroom Organization								
	3 on 2			Self-contained			Modified 3 on 2		
	HEP[b] Only	Both HEP & Non-HEP		HEP Only	Both HEP & Non-HEP		HEP Only	Both HEP & Non-HEP	
		HEP	Non HEP		HEP	Non HEP		HEP	Non HEP
High	7	7	10	7	1	10	2	3	3
Medium	7	7	6	7	7	10	1	5	1
Low	7	7	10	7	3	10	0	1	2

[a] Prior to editing data file

[b] HEP = Hawaii English Program

Test Description. The Comprehensive Tests of Basic Skills (CTBS), Level 1, Form S, was chosen to assess the achievement level of the third grade students in the sample for Spring 1976. Level 1 of the test was used because it was appropriate for students in grades 2.5 through 4.9, and the students tested were in the final months of third grade (3.9).

Four of the eight parts of the CTBS were given to the students: Reading Vocabulary (40 items); Reading Comprehension (45 items); Mathematics Computation (48 items); and Mathematics Concepts and Applications (50 items). The four subtests were selected to match the curriculum objectives of the Hawaii school system, thus assuring content validity. The CTBS Technical Manual (1974) reports reliability estimates based on the Kuder-Richardson 20 formula ($K\text{-}R_{20}$), and subtest intercorrelations for the chosen subtests. These estimates and intercorrelations are shown in Table 6.

TABLE 6
Reliability Estimates[a] and Intercorrelations[b] of
Subtests Used in the Third Grade Achievement Testing

Variable	Variable Number	1	2	3	4
Reading Vocabulary	1	0.92	0.83	0.68	0.74
Reading Comprehension	2		0.94	0.66	0.74
Mathematics Computation	3			0.95	0.74
Mathematics Concepts and Applications	4				0.91

[a] Reliability estimates provided on the diagonal.
[b] Intercorrelations are above the diagonal.

Test Administration. Since all answers to the CTBS were to be recorded on separate answer sheets, the DOE staff observed the testing of a small number of students in low, medium and high ability groupings and reported no substantial testing problems. Their observations helped assure that the use of an answer sheet was not too difficult for third grade students.

The CTBS subtests were administered by DOE staff rather than by classroom teachers. DOE staff were trained in test administration to assure test validity and reliability according to the CTBS manual. The testing schedule covered two days, with the CTBS administered at the end of day one (Vocabulary subtest) and all of day two (Reading and Mathematics Comprehension and Mathematics Concepts and Applications). Students were given rest periods between subtests. The spring testing procedures, schools tested, and dates are provided in Appendix B.

Rationale and Description of Covariate. In addition to the achievement test, a measure of student aptitude was required for this evaluation. To control for initial differences in student ability that might exist between the two classroom structures, it was decided that a nonverbal measure of aptitude would be most appropriate for the sample of third grade students tested. The Coloured Progressive Matrices Test, developed by J. C. Raven, was selected. In the test, a student is to match appropriate visual patterns in each of 36 exercises which together require about 30 minutes test time. Bortner (1965) reported the reliability of the Raven to range from .76 to .91. These estimates were from Raven's 1974 technical manual.

For the spring achievement testing the Raven was used as a "covariate" to the CTBS results; that is, scores on the CTBS were adjusted according to the ability of the class as a unit.[5] In this way, the comparative effects of 3 on 2 and self-contained classrooms could be more truly discerned.

Data Analysis Procedure. Slight editing of the data file containing the class and pupil identification codes (independent variables) and the CTBS subtest scores (dependent variables) was necessary prior to analysis. Classes with codes that did not match initial sample design specifications were deleted.[6] Student records were purged if any

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[5] The unit of analysis was the class mean.

[6] Three classes were deleted after discussions with Hawaii DOE officials. One class did not appear in the initial sample specifications, nor was there any record of its being selected. The remaining two classes, located in the same school, were listed as using different English programs (HEP, non-HEP). However, the classroom codes identified them as using the same English program; it was not possible to clarify the situation. In two other schools, two classes with the same English program were identified as one although initially selected separately. These two "larger" classes were retained in the analyses.

CTBS scores were missing or if the number of years enrolled in each organizational pattern was missing.[7] Preliminary analyses were performed to determine whether type of school (HEP only and HEP plus non-HEP) could be disregarded. A nested model (Marasciullo and Levin, 1970) was adopted to compare HEP schools with HEP plus non-HEP schools within SES within organization (see Table 7). Each of the dependent variables, the covariate, and mean class history per class organization were analyzed separately using univariate analysis of variance and covariance. The results of these analyses indicated no differences between the two types of schools; therefore, the school type variable could be disregarded.

Thus, the independent variables in the design were socioeconomic status (high, medium, and low), English program (HEP and non-HEP), and classroom organization (3 on 2 and self-contained). The dependent variables (four CTBS subtest scores) were then analyzed in a 2x2x3 fully crossed factorial design, using a multivariate analysis of covariance (MANCOVA) procedure with the Raven serving as the covariate. All analyses were performed using the fifth verson of the multivariance program written by Jeremy Finn. Use of multivariate procedures permits the analysis of multiple scores with appropriate consideration given to the correlations among them and to the control of the Type I error rate. If, as a result of the multivariate global test, the null hypothesis of no difference was rejected, the corresponding univariate F statistics were to be tested individually to determine which groups had significant group-mean differences (Finn, 1974; Hummel and Sligo, 1971). If the null hypothesis of no difference was not rejected, then the evaluators would conclude that no group-mean difference existed.

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[7] It was necessary to delete two additional classes at this point. Data describing the number of years enrolled in each organizational category were missing for each student in these classes. Inspection of the original data sheets confirmed that these data were missing for the pupils in these two classes.

The unit of analysis employed in the statistical analysis was the class, with class means providing the response measures or dependent variables. Variation among class means within cells was treated as error. The use of class rather than individual as the unit of analysis corresponds to the sampling unit for this portion of the evaluation and provides greater assurance that the independence assumption underlying the statistical procedures has been met.

Clearly, the most desirable procedure would be to base the means on those students who were enrolled in a single class organization throughout their first four years of schooling, grades K through 3. However, inspection of the distribution of years enrolled within a single organizational category revealed that adoption of a four-year history rule would result in too few classes to complete the statistical analyses. Therefore, the number of years within an organizational category was relaxed to three; i.e., students with less than three years' experience in the classroom organization in which they were present (including third grade) were excluded from the analysis. Classes with seven or more eligible students were retained for subsequent analyses, ensuring at least two replicates per cell.[8] The number of classes in the final analysis is summarized in Table 7. The number of students per classroom is presented in Appendix C.

TABLE 7

Final Sample Prior to Data Analysis[a] for Grade 3
N=85

Socioeconomic Status	Classroom Organization					
	3 on 2			Self-contained		
	HEP Only	Both HEP & Non-HEP		HEP Only	Both HEP & Non-HEP	
		HEP	Non-HEP		HEP	Non-HEP
High	7	5	5	2	0	9
Medium	6	4	5	3	3	8
Low	5	6	7	4	0	6

[a] Reflects editing of data file.

Data on modified 3 on 2 classes were not analyzed to produce more than simple descriptive statistics since there were not enough classrooms to complete meaningful comparative statistical analyses.

The number of classrooms in the final analysis was 85. The reduction from 148 classrooms to 85 was attributed to deleting the modified 3 on 2 classrooms (18), deleting classrooms with only two years in classroom organization and seven eligible students per class, (39--see footnote 9, page 34) and deleting those classrooms with missing test scores or identification codes (6).

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[8] An analysis was also conducted with the decision rule relaxed still further to two years in the organizational pattern. Both analyses were compared to determine the attrition in classes caused by applying the more rigorous decision rule of three years. Although the more rigorous analysis resulted in the loss of a total of 22 classrooms, the statistical power of the F-tests was found to be very high. Therefore, the "more pure" treatment rule of three years was used. An additional 17 classes were lost when the restriction of seven or more eligible students per class was imposed.

Since the cell sizes are not equal, both the multivariate and, where appropriate, univariate tests of significance are subject to the ordering of the independent variables. In the present study, SES was entered in the linear model first, with English program and class organization entered at the second level. With this ordering, each effect is adjusted for all other effects at an equal or preceding level. Thus, the effects attributable to class organization were adjusted for SES and English program; similarly, the effects attributable to the English program were adjusted for SES and class organization.

Results. The unadjusted observed means, standard deviations and cell frequencies for the covariate (Raven) and dependent variables (CTBS subtest scores) are shown in Table 8 on the following page. The means and standard deviations (in parentheses) are presented for descriptive information and are not adjusted for the covariate. The means and standard deviations for the modified 3 on 2 classes are presented in Appendix D.

The assumption of parallel hyperplanes in using the MANCOVA was tested and the results are presented in Table 9. This test is necessary to ensure that the covariate (Raven) does not interact with the treatment (classroom organization). No significant differences were noted; therefore, the MANCOVA analysis was run on the four dependent cognitive variables of the CTBS: Vocabulary, Reading Comprehension and Mathematics Computations and Concepts.

TABLE 9

Multivariate Analysis of Covariance
Tests of Parallelism for
Cognitive Variables, Grade 3

F-statistic Parallelism of Regression Hyperplanes	F-statistic Parallelism for Each Dependent Variable			
	Vocabulary	Comprehension	Computations	Concept
0.88[a]	1.29[b]	0.85[b]	1.10[b]	0.91[b]

[a] Degrees of Freedom = 44,224

[b] Degrees of Freedom = 11,61

TABLE 8

Class Means and Standard Deviations
Cognitive Variables, Grade 3

N=85[a]

Cell	n	Raven Total	CTBS			
			Vocabulary	Comprehension	Computation	Concept
3 on 2, HEP, H SES	12	28.45 (1.71)	23.54 (3.76)	27.55 (3.82)	36.79 (5.24)	35.26 (4.53)
3 on 2, non-HEP, H SES	5	28.87 (3.02)	23.82 (3.88)	26.14 (4.71)	38.73 (2.12)	33.27 (6.43)
SC, HEP, H SES	2	29.11 (6.52)	25.24 (6.31)	30.36 (6.56)	34.93 (4.54)	36.60 (8.24)
SC, non-HEP, H SES	9	26.73 (1.91)	23.32 (3.15)	25.68 (4.31)	33.29 (5.89)	30.24 (5.67)
3 on 2, HEP, M SES	10	27.68 (2.04)	22.03 (2.79)	25.17 (3.32)	33.31 (4.39)	31.80 (3.47)
3 on 2, non-HEP, M SES	5	26.67 (1.78)	23.65 (5.58)	27.82 (6.13)	35.97 (7.40)	34.51 (6.42)
SC, HEP, M SES	6	27.03 (1.01)	22.08 (2.51)	25.85 (2.22)	33.78 (5.83)	30.86 (4.95)
SC, non-HEP, M SES	8	25.27 (2.10)	21.11 (2.16)	24.99 (3.29)	34.56 (5.69)	30.51 (3.73)
3 on 2, HEP, L SES	11	25.58 (2.22)	17.34 (4.32)	19.24 (5.31)	29.10 (9.39)	25.68 (6.45)
3 on 2, non-HEP, L SES	7	25.10 (1.63)	16.11 (4.14)	18.80 (4.69)	27.41 (6.92)	25.35 (6.30)
SC, HEP, L SES	4	25.48 (1.98)	20.30 (1.36)	22.95 (3.30)	36.52 (4.30)	29.71 (3.21)
SC, non-HEP, L SES	6	26.13 (0.96)	21.51 (4.30)	24.15 (3.46)	30.68 (3.02)	29.10 (4.26)

[a] N = Number of Classrooms

Table 10 summarizes the results of the MANCOVA analysis of the dependent cognitive variables. The MANCOVA analysis is presented along with the followup univariate tests used in determining which of the four dependent variables contributed to significant multivariate *F* ratios.

TABLE 10

Multivariate Analysis of Covariance
Cognitive Variables, Grade 3

	Multivarizte Test F(df)	Degrees of Freedom	Univariate F Statistics			
			Comprehensive Tests of Basic Skills			
			Vocabulary	Comprehension	Computation	Concept
SES	2.27*(8,138)	2	6.23*	8.19*	2.18	3.95*
English	0.19 (4,69)	1	0.37	0.19	--	0.01
Organization	2.73*(4,69)	1	4.47*	5.01*	0.64	0.29
SxE	2.67 (8,138)	2	0.72	2.38	2.17	2.95
SxO	1.31 (8,138)	2	2.56	1.80	2.43	1.44
ExO	0.42 (4,69)	1	--	0.29	0.80	0.53
SxExO	0.43 (8,138)	2	0.44	0.34	0.32	0.07
Within		72				
Total		83				

* $p<.05$

Statistically significant multivariate *F* values were observed for SES main effect and classroom organization main effect at the .05 level.

As expected, SES proved a significant variable. For SES, three of the four subtests, as noted by their univariate *F* values, were significant: Vocabulary, Reading Comprehension, and Mathematics Concepts. The adjusted means for these three subtests are presented in

Table 11. The means in Table 11 have been adjusted to account for any difference in student ability based upon Raven scores. An examination of the adjusted means indicates that the students classified as low SES scored below the students classified as medium or high SES. Students classified as medium SES received higher mean scores in Reading Comprehension and Mathematics Concepts than high SES students.

TABLE 11

Adjusted Means for Effects of SES on the Cognitive Variables, Grade 3

SES	Reading Vocabulary	Reading Comprehension	Mathematics Concepts
H	22.60	25.71	31.67
M	22.37	26.17	32.19
L	20.03	22.80	29.37

Figure 1 illustrates the relationship of SES to Vocabulary, Reading Comprehension, and Mathematics Concepts.

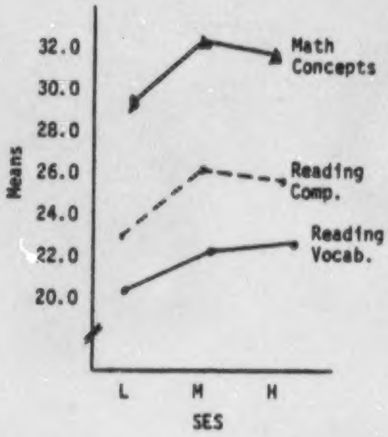

Figure 1. Mean scores of vocabulary, reading comprehension, and mathematics concepts at three levels of SES.

More important to the evaluation was the significant difference for classroom organization. The subtests attributing to the significant effect of classroom organization were Vocabulary and Reading Comprehension. The adjusted means for these subtests are shown in Table 12. The means were adjusted for the effects of the covariate, student ability as measured by the Raven. As Table 12 shows, the self-contained students had higher mean scores in Vocabulary and Reading Comprehension than the 3 on 2 students. Based on the data in Table 10, there are no differences in the mean scores between 3 on 2 students and self-contained students in the mathematics subtests: Computation and Concepts.

TABLE 12

Adjusted Means for Effects of Classroom Organization on the Cognitive Variables, Grade 3

Classroom Organization	Reading Vocabulary	Reading Comprehension
3 on 2	20.87	23.86
Self-contained	22.46	25.92

Figure 2 illustrates the effect of classroom organization on Vocabulary and Reading Comprehension.

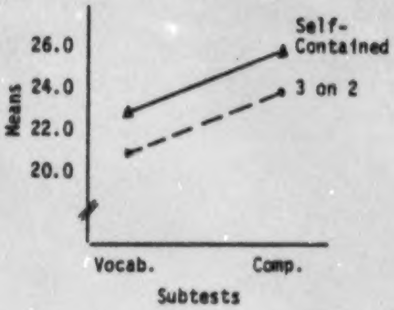

Figure 2. Mean scores of vocabulary and reading comprehension for classroom organization.

Fourth Grade Achievement Testing

Although a comprehensive testing of third grade students was conducted using a norm-referenced test (the CTBS), the use of criterion-referenced test (CRT) data as a supplement seemed warranted. In particular, the evaluators believed that the use of a CRT would ensure that important instructional objectives would be addressed. While norm-referenced tests may measure performance on particularly important objectives, the method by which they are constructed does not guarantee it. Further, results of a norm-referenced test are not necessarily reported by individual objectives.

The Sample. The sample for the October 1976 testing consisted of a subsample of fourth graders who, like third graders the previous spring, had participated in CTBS achievement testing. The previous section provides a detailed account of the third grade sample. Testing a subsample of students from that sample on the CRT had three advantages. First, it allowed sampling and analysis to be done at the student rather than the classroom level. With the student as the unit of analysis, the difficulty and expense of testing was reduced. Second, it allowed testing of only those students who had spent three or more years in one type of classroom. Third, it allowed data already collected on the covariate (Raven's Coloured Progressive Matrices) to be used again. This reduced the amount of testing needed of each child.

Data from the CTBS achievement testing indicated that a 2x2x3 (Classroom Organization by English Program by SES) design should be used. Type of school was not used for blocking. To accommodate this design it was estimated that 340 students should take each form of the test, for a total of approximately 680 students. Further, in order to accommodate transference out of schools over the summer months, it was determined that an additional 20 percent would need to be sampled. Thus, a total of 860 students were randomly sampled using the three stratification variables of Classroom Organization, English Program, and SES.

Test Description. In order to select an appropriate CRT for the testing, a number of existing CRT's were examined.[9] The following criteria were used in a search for existing CRT's suitable for use in the evaluation of the Hawaii 3 on 2 Program. The tests should--

1. Measure skills appropriate to third grade students.[10]
2. Measure obviously important reading and/or mathematical skills.
3. Contain a clearly explicated description of the behavior or class of behaviors to be measured and the method used to measure the behaviors.

Over 80 CRT's were examined, most from the test collection at the Center for the Study of Evaluation at UCLA, which is involved in evaluation of commercially available CRT's. Only one test of a limited area was found to satisfy all criteria.

Because no tests that met all three criteria could be identified and because develomental costs for a new CRT were prohibitive, NWREL and DOE staff decided to work together in compiling an appropriate test using existing instruments. NWREL provided the DOE sets of objectives and items in Reading Comprehension, Sets and Numbers, and Mathematical Operations and Properties from the Instructional Objectives Exchange (IOX). These objectives and items were selected because the evaluation teams judged them to be the best of those currently available, and because their format (grouped according to objectives) allowed flexibility.[11]

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[9] This work was conducted by Joanne Capper at the University of California at Los Angeles. Portions of this section are taken directly from the Capper report to NWREL.

[10] The test was administered to students at the beginning of the fourth grade. Thus, the third grade level was determined to be the most appropriate.

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The DOE was asked to have appropriate curriculum specialists review the objectives and items and select those that (a) were at the appropriate difficulty level, (b) measured important instructional outcomes in Hawaii, and (c) were not culturally biased. Based on the recommendations of DOE curriculum specialists, 12 objectives were chosen for testing, 6 in reading and 6 in mathematics. In order to reduce the test time required, objectives were divided to form two tests (a blue form and a yellow form), with six subtests. Ten of the subtests contained five items, the remaining two contained ten items. The forms tested the following objectives:

Blue Form

1. Selecting Examples and Synonyms to Match Contextual Definitions--Context Clues, Reading
2. Identifying the Most General Statement--Main Idea, Reading
3. Understanding Explicitly Stated Content--Syntactical Structure, Reading[12]
4. Multiplication with One-Digit Numerals--Operations and Properties, Mathematics

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[11] Dr. W. James Popham of the Advocate Team indicated that the use of IOX tests could possibly put him in a conflict of interest situation, because of his involvement with the development and distribution of IOX tests. However, all other evaluators of both teams agreed that the IOX tests were most appropriate for the evaluation and chose to use them. Dr. Popham made the selected tests available to the State of Hawaii and NWREL at no charge.

[12] This subtest contained ten items.

5. Subtraction with Two-Digit Numerals Without Regrouping--Operations and Properties, Mathematics
6. Fractional Numerals and Number Words--Rational Numbers, Mathematics

Yellow Form

7. Simple Logical Reasoning--Conclusions, Reading
8. Making Deductions from Factual Information--Conclusions, Reading
9. Identifying Possible Outcomes--Conclusions, Reading[13]
10. Ordering Cardinal Numbers--Whole Numbers, Mathematics
11. Division: One-Digit Divisor, Three-Digit Dividend, and a Possible Remainder--Operations and Structure, Mathematics
12. Addition with Two-Digit Numerals Without Regrouping--Operations and Structure, Mathematics

Objectives are further elaborated in Table 13 on the following page. Time required for each was approximately one hour. No published reliability estimates are available on the subtests. (Copies of the tests are provided in Appendix E.)

Test Administration. The CRT's were administered by fourth grade teachers with instructions provided by the DOE and NWREL. Students were provided either a blue or yellow form according to instructions. In schools which represented cells in the design with very few students, the sampled students took both the blue and yellow tests. A copy of the test instructions is in Appendix E.

Data Analysis Procedure. After 860 fourth grade students had been tested, the data file was edited to delete all students who had not been in either of the two classroom structures--3 on 2 or self-contained--for at least three years. Thus, 805 students were retained for the fourth grade CRT analysis. The distribution of students in the fourth grade analysis is presented in Table 14.

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[13] This subtest of five items requires two responses.

TABLE 13

Achievement Testing Objectives, Grade 4

Objective Tested	Explanation
1. Given two sentences, one of which uses an unfamiliar word, the student will select a synonym or example of the class of things or qualities desctibed by the unfamiliar word.	The student will be given three sentences containing active verbs or verbs of being. The first sentence will describe a familiar object, animal, event, or behavior. The second will describe the object, animal, event, or behavior with a word unfamiliar to the student. The third sentence will contain this unfamiliar word and a blank. From three options, the student will complete the third sentence by selecting either an example of the class described by the unfamiliar word, or a synonym for or a phrase that defines the unfamiliar word.
2. Given three statements, the student will select the most general statement.	• The student will be given three statements. The statements must be simple sentences (subject-verb or subject-verb-object) and in the present tense. • Statements must deal with subjects familiar to a second grader. • Two of the given sentences will be of the same level of specificity. The correct answer will be a more general statement than either of the other two sentences and will be consistent with these sentences. • Vocabulary should be familiar to most second graders. • The student will select the most general statement in each item.
3. Given a brief passage written in the active voice, the student can correctly complete sentences using literal detail found within the passage.	• The student will be given a passage (either fictional or factual) written in the active voice and will complete sentences using detail from the passage. • Passages will be written at a second grade reading level. • The student will select a single word or phrase from a set of three to complete the sentence. • Each passage will be accompanied by three or four incomplete sentences.
4. The student will be able to solve a multiplication problem involving two, one-digit numerals.	The student is given a vertically aligned multiplication problem involving two whole numbers represented by one-digit, base ten numerals. From the given four alternative whole numbers, represented by one- or two-digit, base ten numerals, the student will mark an "X" on the alternative which is the solution for the given multiplication problem. Distracters will be the following types of numbers: the product plus or minus the multiplicand or multiplier, the solution to the given problem plus or minus one or two, the sum of the multiplicand and multiplier, and other products of two whole numbers, each of the whole numbers being represented by one-digit, base ten numerals.
5. The student will be able to solve a subtraction problem with a nonnegative solution not requiring regrouping, involving a two-digit numeral and a one- or two-digit numeral.	The student is given a vertically aligned subtraction problem involving two whole numbers represented by one- or two-digit, base ten numerals. The minuend in the given problem is a two-digit numeral which is greater than or equal to the subtrahend. The mechanics of finding the solution to the given problem will not include regrouping. From four alternative whole numbers, represented by one-, two-, or three-digit, base ten numerals, the student will mark an "X" on the alternative which is the solution for the given problem. Distractors will be derived from the following types of numbers: numbers that result from regrouping, one more or one less than the solution to the given problem, numbers that result from subtracting with the wrong digits representing the given numbers, positive column differences for the numerals representing the given numbers, and numbers that result from adding the given numbers.
6. Given a proper fraction, the student will select the verbal expression that references the fraction.	The student is given a proper fraction. The numerator and denominator of this fraction are natural numbers represented by one-digit, base ten numerals. From four alternative terms that describe fractional numerals, the student will mark an "X" next to the term that describes the given proper fraction. Each alternative is the term for a proper fraction whose numerator and denominator are one-digit, base ten numerals representing natural numbers.
7. The student can identify a specific fact which may be logically inferred from another given fact.	• The student will be given one or two factual sentences from which he will make an inference. • Tha statements of given facts are read orally by the test administrator. The student must read the options silently to himself. • The statements of given facts consist of one or two simple sentences in the active voice. • Any inferences which the student is required to make will be based on experience with which he is familiar.
8. After reading a short paragraph containing factual information, the student can identify the most logical answer to a question.	• The student will be given a paragraph of no more than eight sentences in length. • The paragraph may contain simple, compound, and complex sentences. • Situations will be drawn from factual, scientific accounts and from fictional or nonfictional dramatized and summarized narrative. • The student will be asked a question, requiring him to make a deduction from the factual information given in the paragraph.

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TABLE 13 (continued)

Achievement Testing Objectives, Grade 4

Objective Tested	Explanation
9. Given four outcomes, the student can select the two which are consistent with the situations or facts presented in a short paragraph.	• The student will be given a short paragraph and four outcomes, two of which he must point out as consistent with the paragraph. • Paragraphs sample diverse types of writing, including factual pieces, legends, letters. • Paragraphs contain from two to twelve sentences. • Compound and complex sentences may be used.
10. Given a list of from three to five cardinal numbers, the student will select the rearrangement of these numbers which gives the numbers in the ascending order of their values.	The student is given a list of from three to five cardinal numbers represented by one and/or two-digit, base numerals. From a list of four alternatives, each of which is a rearrangement of the given list of numbers, the student will mark an "X" next to the alternative that presents the given numerals in the ascending order of their values. No alternative presents the given numbers in their descending order.
11. The student will be able to solve a division problem involving a three-digit dividend and a one-digit divisor.	The student is given a division problem with two whole numbers and including the following division symbol, $\overline{)\quad}$. The divisor is represented by a one-digit, base ten numeral, and the dividend, which may or may not be a multiple of the divisor, is represented by a three-digit base ten numeral. From four alternative values, the student will mark an "X" next to the value that is the solution to the given division problem. These alternative values are whole numbers or whole numbers with remainders. Each of the whole numbers or remainders among these alternatives is represented by a one-, two-, or three-digit, base ten numerals. Distractors are numbers that result from the following types of errors: disregarding the remainder or getting the wrong remainder, dividng the divisor into the wrong section of the numeral representing the dividend, or a combination of these errors.
12. The student will be able to solve a word problem whose solution requires addition with one- or two-digit numerals and regrouping.	The student is given a simply stated problem of from 10 to 50 words whose solution involves only the addition of two or three whole numbers. Each of these numbers is given in the problem as a one- or two-digit, base ten numeral and at least one of these numbers is represented by a two-digit numeral. The numbers are all given as magnitudes of measures involving the same simple units, e.g., pennies, marbles, miles, etc. The mechanics of finding the solution to the given problem will include regrouping. The student will write the correct answer in the space provided.

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TABLE 14

Distribution of Students in the Fourth Grade Sample
Blue and Yellow Form

SES	Class Organization				Total
	3 on 2		Self-Contained		
	HEP	Non HEP	HEP	Non HEP	
H	45 (48)[a]	25 (26)	18 (18)	39 (40)	127 (132)
M	46 (49)	31 (35)	27 (25)	33 (36)	137 (145)
L	44 (45)	27 (35)	19 (17)	38 (39)	128 (136)
Total	135 (142)	83 (96)	64 (60)	110 (115)	392 (413)

[a] The values in parentheses represent the number of students in the fourth grade taking the yellow form.

As with the CTBS data, a 2x2x3 MANCOVA was run on each (blue and yellow) form of the test. The analysis procedure and the independent variables are described under the heading Third Grade Achievement Testing Data Analysis. As before, the Raven was used as the covariate. Dependent variables on each form of the test were the six subtest scores corresponding to the six objectives being tested.

Results. All observed means (not adjusted for the covariate), standard deviations and cell frequencies for the blue and yellow forms of the test are shown in Table 15. The unadjusted means are presented as descriptive information. The means for subtests three (yellow form) and nine (blue form) are somewhat greater than for the other subtests because these subtests each had ten possible correct answers rather than five.

Prior to conducting the MANCOVA, a test for parallelism of regression hyperplanes was conducted. The F statistics associated with the parallelism for each subtest are shown in Table 16. For the blue form,

TABLE 15

Class Means and Standard Deviations
Cognitive Variables, Grade 4

CELL	Blue Form (N=392)								Yellow Form (N=413)							
	N[a]	Raven	1	2	3[b]	4	5	6	N	Raven	7	8	9[c]	10	11	12
3 on 2, HEP, HSES	45	29.98 4.87	3.89 1.11	3.56 1.60	7.89 2.34	4.53 .79	4.84 .64	4.78 .47	48	27.88 5.56	4.62 .91	1.88 .91	5.58 1.88	3.25 1.74	1.85 1.53	4.83 .56
3/2, HEP, MSES	46	26.09 4.50	3.41 1.57	3.15 1.41	6.72 2.71	3.52 1.52	4.63 1.16	4.22 1.35	49	28.33 4.72	4.51 .98	1.94 1.23	5.79 1.87	3.24 1.76	2.10 1.47	4.78 .77
3/2, HEP, LSES	44	26.09 5.49	3.09 1.27	2.89 1.24	6.48 2.76	3.64 1.59	4.20 1.30	3.89 1.82	45	24.93 5.82	4.40 .94	1.87 1.20	5.64 1.82	3.82 1.60	1.91 1.29	4.71 .84
3/2,non-HEP,HSES	25	29.00 5.10	3.40 1.26	3.00 1.50	7.36 2.45	4.28 .94	4.84 .37	4.88 .44	26	28.69 4.70	4.62 .57	1.85 .61	6.54 1.75	3.12 1.96	1.77 .99	4.31 1.52
3/2,non-HEP,MSES	31	25.52 4.56	3.48 1.15	3.55 1.36	7.97 2.10	3.64 1.56	4.71 .64	4.64 .66	35	27.37 5.44	4.71 .52	2.20 1.16	6.03 1.76	3.74 1.63	2.43 1.33	4.91 .28
3/2,non-HEP,LSES	27	25.74 4.78	2.96 1.60	3.11 1.09	5.96 2.70	3.04 1.93	4.00 1.24	4.26 1.43	35	24.31 6.31	3.77 1.33	1.97 1.52	5.11 2.00	3.23 1.52	1.68 1.35	4.77 .65
SC, HEP, HSES	18	27.44 6.72	3.00 1.14	3.33 1.08	7.50 2.12	4.67 .84	4.67 .77	4.39 1.46	18	27.44 6.72	4.72 .67	1.67 .77	6.72 1.18	4.06 1.26	2.00 1.37	4.89 .32
SC, HEP, MSES	27	27.22 4.92	3.40 1.25	3.44 1.37	6.26 2.88	3.22 1.40	4.44 .89	4.59 1.06	25	27.12 5.80	4.60 .58	2.12 1.13	5.48 2.31	2.96 1.81	2.16 1.25	4.76 1.01
SC, HEP, LSES	19	24.05 5.20	3.32 1.53	2.42 1.80	6.58 3.29	3.26 1.10	4.58 .61	4.16 1.50	17	25.94 5.77	4.59 .62	1.59 1.23	5.59 2.29	3.65 1.93	1.41 1.12	4.53 1.28
SC,non-HEP,HSES	39	28.10 5.00	3.44 1.31	3.33 1.49	6.64 2.81	3.85 1.14	3.85 .85	4.46 1.69	40	27.70 4.95	4.70 .52	2.00 1.17	5.88 2.06	3.60 1.52	1.60 1.32	4.95 .22
SC,non-HEP,MSES	33	27.00 6.93	3.21 1.41	2.91 1.44	7.18 2.36	3.48 1.56	4.36 1.19	4.52 1.06	36	26.14 6.20	4.39 1.05	1.92 .94	5.80 2.05	3.36 1.81	1.83 1.06	4.53 1.18
SC,non-HEP,LSES	38	25.32 5.94	3.58 1.22	3.08 1.49	6.76 2.66	3.39 1.42	3.74 1.45	4.53 1.01	39	26.51 5.03	4.33 .87	1.72 .83	5.62 2.02	3.00 1.91	2.00 1.26	4.20 1.63

[a] N = Number of Students

[b] Subtest contains ten items

[c] Subtest contains five items requiring two responses

the parallelism assumption was accepted. However, it was not accepted for the yellow form. This rejection appeared attributable to lack of parallelism of regression lines in each of two subtests. Rejection of the parallelism suggests lack of a common regression matrix appropriate to all groups of students. Thus, an underlying assumption of MANCOVA was violated. Further examination of the data from the yellow form, however, indicated the use of MANCOVA would still be appropriate.[14]

TABLE 16

Multivariate Analysis of Covariance Test of Parallelism for Cognitive Variables, Grade 4

Form	F-Statistic Parallelism of Regression Hyperplanes	F-Statistic Parallelism for Each Test					
		1	2	3	4	5	6
Blue	1.11[a]	.96[b]	1.74[b]	1.02[b]	.96[b]	1.02[b]	1.52[b]
Yellow	1.55[c*]	1.68[d]	.84[d]	1.52[d]	1.48[d]	2.53[d*]	2.32[d*]

* $p<.01$

[a] Degrees of Freedom = 66, 1947

[b] Degrees of Freedom = 11, 368

[c] Degrees of Freedom = 66, 2060

[d] Degrees of Freedom = 11, 389

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[14] This decision was based on two factors. First, regression coefficients across the 12 subtests revealed that the largest coefficient was less than .13 in value. Second, inclusion of the two variables for which parallelism was rejected did not result in a different decision for the four remaining variables from when the four variables were analyzed by themselves. It appeared that little would have been gained by making distinct covariate adjustments.

Results of the MANCOVA of the blue form appear in Table 17. The followup univariate *F* ratios are also presented in order to determine which of the dependent variables (the six subtest scores) contributed to each multivariate *F*. A significant main effect was obtained for SES (p< .01), and the univariate *F* statistics indicate that subtests four and five contributed to that difference. Adjusted means on subtests four and five for SES are shown in Table 18. The data in Table 18 illustrate that low SES students had mean scores significantly lower than medium and high SES students. As shown in Table 17, the effects of the class organization and English program were not found to be significant.

TABLE 17

Multivariate Analysis of Covariance
Criterion-Referenced Tests (Blue Form), Grade 4

Source	Multivariate Test F(df)	Univariate Degrees of Freedom	Univariate F Statistic					
			1	2	3	4	5	6
SES (S)	3.02**(12,748)	2	.04	.85	.51	7.78**	8.19**	.84
Class English Program (E)	1.49 (6,374)	1	.05	.06	.30	1.75	2.88	1.30
Class Organization (O)	.61 (6,374)	1	-	.38	1.04	.93	2.76	.23
SxE	2.34**(12,748)	2	.01	1.55	5.56**	2.77	2.53	.88
SxO	1.94* (12,748)	2	3.59*	.61	2.36	.56	.58	5.39**
ExO	1.06 (6,374)	1	1.03	.08	.05	.04	2.67	2.28
SxExO	1.43 (12,748)	2	1.44	2.61	.55	2.15	.50	.42
Within		379						
TOTAL		390						

* p<.05
**p<.01

Note: 1=Selecting Examples and Synonyms to Match Contextual Definitions - Context Clues
2=Identifying the Most General Statement - Main Idea
3=Understanding Explicitly Stated Content - Syntactical Structures
4=Multiplication with One-Digit Numerals - Operations and Properties
5=Subtraction with Two-Digit Numerals - Operations and Properties
6=Fractional Numerals and Number Words - Rational Numbers

TABLE 18

Adjusted Means for SES on Subtests 4 and 5 (Blue form), Grade 4

SES Level	Subtest	
	4	5
H	4.33	4.70
M	3.47	4.53
L	3.33	4.13

Figure 3 illustrates the effects of SES on subtests four and five.

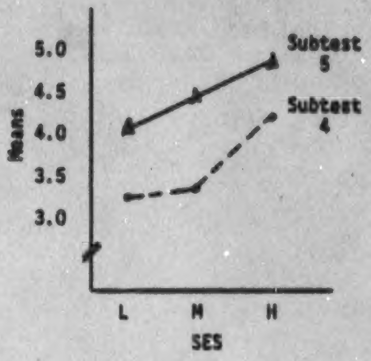

Figure 3. Mean scores for subtests 4 and 5 at three levels of SES.

Two interactions were found to be significant: SES and English program (SxE) ($p<.01$) which is attributable to subtest three and SES and classroom organization (Sx0) ($p<.05$), attributable to subtests one and six. Adjusted means for these subtests are shown in Tables 19 and 20. On subtest three (Understanding Explicitly Stated Content), SES interacted with type of English program. That is, the mean scores for

TABLE 19

Adjusted Means for SxE on Subtest 3 (Blue Form), Grade 4

SES Level	Type of English Program	
	HEP	Non-HEP
H	7.69	7.00
M	6.49	7.58
L	6.53	6.36

TABLE 20

Adjusted Means for SxO on Subtests 1 and 6 (Blue Form), Grade 4

Subtest	SES Level	Classroom Organization	
		3 on 2	Self-Contained
1	H	3.64	3.22
	M	3.46	3.31
	L	3.03	3.44
6	H	4.83	4.21
	M	4.43	4.56
	L	4.07	4.34

high SES and low SES students in HEP classes were higher than for medium SES students in HEP classes. This relationship was reversed for medium SES students in non-HEP classes. Figure 4 illustrates the interaction of SES and the English program.

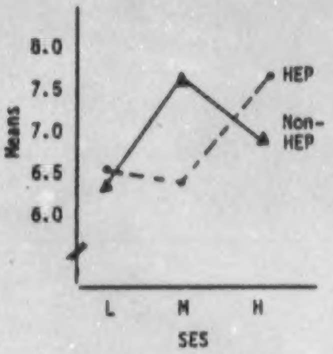

Figure 4. Mean scores for type of English Program at three levels of SES.

For subtest one (Selecting Examples and Synonyms to Match Contextual Definitions), high and medium SES students had higher mean scores in 3 on 2 classes, but the low SES students had higher mean scores in a self-contained class. On subtest six (Fractional Numerals and Number Words), the high SES students in 3 on 2 classes had higher mean scores than medium and low SES students in 3 on 2 classes. This relationship was reversed for medium and low SES students. They obtained higher mean scores in self-contained classes. Figure 5 illustrates the interaction of SES and the English program for subtests one and six.

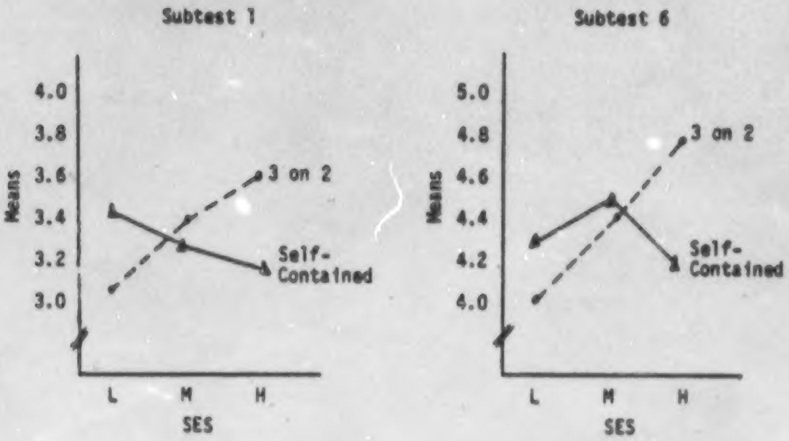

Figure 5. Mean scores for subtests 1 and 6 for levels of SES and classroom organization.

Results of the statistical analyses for the yellow form are shown in Table 21.

TABLE 21

Multivariate Analysis of Covariance
Criterion-Referenced Tests, (Yellow Form), Grade 4

Source	Multivariate Test F(df)	Univariate Degrees of Freedom	Univariate F Statistic					
			7	8	9	10	11	12
SES (S)	1.95* (12,790)	2	5.23*	1.02	.65	.60	2.82	.61
Class English Program (E)	.90 (6,395)	1	2.63	.92	.21	.22	--	1.06
Class Organization (O)	.81 (6,395)	1	1.84	.91	.06	--	.78	1.04
SxE	1.45 (12,790)	2	3.82	--	1.17	4.20	.62	1.02
SxO	1.84* (12,790)	2	1.21	.80	.31	3.55*	.19	6.50*
ExO	.18 (6,395)	1	--	.10	.76	.21	.10	.33
SxExO	2.11* (12,790)	2	1.56	1.17	2.93	.03	2.52	3.03*
Within		400						
TOTAL		411						

* p<.05

Note: 7=Simple Logical Reasoning - Conclusions
8=Making Deducations from Factual Information - Conclusions
9=Identifying Possible Outcomes - Conclusions
10=Ordering Cardinal Numbers - Whole Numbers
11=Division: One-digit Divisor, Three-Digit Dividend - Operations and Properties
12=Addition with Two-Digit Numerals - Operations and Properties

The multivariate tests revealed a significant main effect on SES ($p<.05$), a significant two-way interaction of SES and classroom organization (SxO) ($p<.05$), and a significant three-way interaction of SES, the English program, and classroom organization (SxExO) ($p<.05$).

The univariate tests indicated that the differences among SES groups were attributable to subtest seven. On subtest seven (Simple Logical Reasonings), the highest mean scores were obtained by high SES students, followed in order by medium SES students and low SES students (see Table 22).

TABLE 22

Adjusted Means for SES on Subtest 7 (Yellow Form), Grade 4

SES	Means
H	4.67
M	4.55
L	4.27

Subtest 10 (Ordering Cardinal Numbers) and subtest 12 (Addition With Two-Digit Numbers) contributed to a significant interaction between SES and classroom organization (see Tables 23 and 24 on the following page). The high SES students in self-contained classrooms obtained higher mean scores on both subtests than medium and low SES students in self-contained classrooms. In contrast, the medium and low SES students in 3 on 2 classrooms obtained higher mean scores on both subtests than high SES students in 3 on 2 classrooms.

Figure 6 denotes the interaction of SES and classroom organization for subtest 10. Figure 7 denotes graphically the interaction of SES and classroom organization of subtest 12.

TABLE 23

Adjusted Means for SxO on Subtest 10 (Yellow Form), Grade 4

SES	Classroom Organization	
	3 on 2	Self-contained
H	3.18	3.83
M	3.49	3.16
L	3.52	3.32

TABLE 24

Adjusted Means for SxO on Subtest 12 (Yellow Form), Grade 4

SES	Classroom Organization	
	3 on 2	Self-Contained
H	4.51	4.89
M	4.81	4.65
L	4.83	4.39

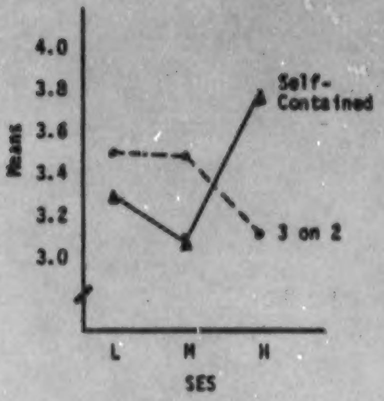

Figure 6. Mean scores on subtest 10 for levels of SES and classroom organization.

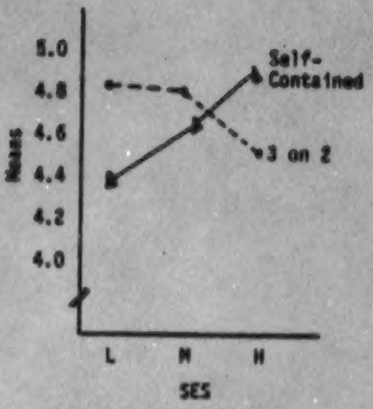

Figure 7. Mean scores on subtest 12 for levels of SES and classroom organization.

Subtest 12 (Addition With Two-Digit Numbers), shown in Table 25, was also responsible for the three-way interaction of SES, the English program and classroom organization (SxExO). The students in 3 on 2 HEP classes obtained mean scores higher than self-contained students in HEP classes across all SES levels. It should be noted that medium SES students in both types of classrooms had very similar mean scores e.g., 4.78 and 4.76. In the non-HEP classes, the high and low SES students who were in self-contained classrooms had higher mean scores than similar students in 3 on 2 non-HEP classes. This situation was reversed for medium SES students. Figure 8 illustrates the interaction of SES, the English program, and classroom organization for subtest 12.

TABLE 25

Adjusted Means for SxExO on Subtest 12 (Yellow Form), Grade 4

SES	English Program			
	HEP		Non-HEP	
	3 on 2	Self-contained	3 on 2	Self-contained
H	4.83	4.59	4.30	4.95
M	4.78	4.76	4.91	4.53
L	4.71	4.53	4.77	4.20

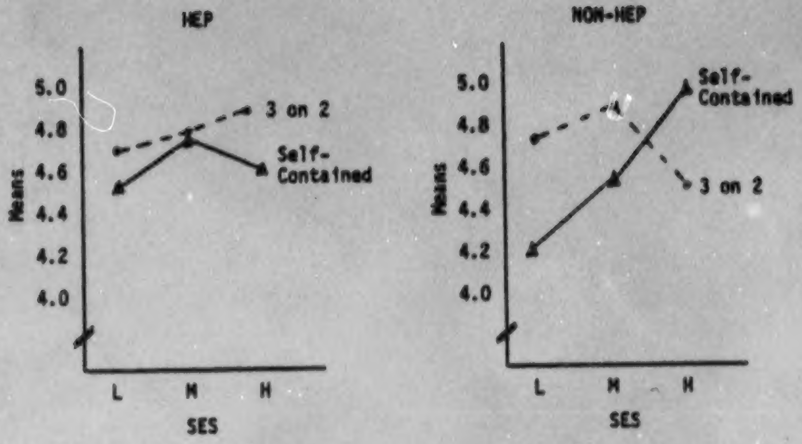

Figure 8. Mean scores on subtest 12 for levels of SES and classroom organization and English Program.

Sixth Grade Achievement Testing

To determine whether the 3 on 2 Program had any long-term effects on student achievement test scores, a sample of sixth grade students was tested in the Fall of 1976.

The Sample. Sixth grade students included in the sample were required to have been enrolled for at least three years in one of the two class organizations (3 on 2 or self-contained) while in grades K through 3.

A total of 48 sixth grade schools were randomly selected with a proportional to size probability sampling procedure from among schools with classes in the third grade analysis. Within each selected school, history information (time in class organization) was obtained for one sixth grade class randomly selected in each of the 48 schools. Because information was missing on three of the schools selected by the DOE, these classes were dropped from all subsequent data analyses. Therefore, a sample of 45 classrooms was to be used in the testing of sixth grade achievement.

Test Description. The Stanford Achievement Test (SAT), Intermediate Level II, Form A, was used to obtain a measure of student achievement for the sixth grade students. The SAT was chosen by the DOE as a part of their fall statewide testing program, although the choice of instruments for the sixth grade sample was ultimately left to the NWREL evaluation team. The evaluators decided the SAT was indeed appropriate, because of the similiarity of its subtests to those of the CTBS. Four of the 11 subtests of the SAT were used in the sixth grade analysis: Vocabulary (50 items), Reading Comprehension (71 items), Mathematics Computation (45 items), Mathematics Concepts (35 items), and Mathematics Applications (40 items). The last two subtests of Mathematics Concepts and Applications were combined additively into one score in order to correspond to the third grade cognitive data.

The reported K-R$_{20}$ subtest reliability estimates and subtest intercorrelations for the subtests used in the analysis are shown in Table 26 (SAT Norms Booklet, 1973). Since the DOE chose the SAT for statewide testing, content validity of the test was assured for this group of students.

TABLE 26

Reliability Estimates[a] and Subtest Intercorrelations[b] of Subtests Used in the Sixth Grade Achievement Testing

Subtest	Variable Number	1	2	3	4	5
Vocabulary	1	.90	.75	.58	.68	.70
Reading Comprehension	2		.94	.67	.72	.72
Mathematics Computation	3			.90	.77	.76
Mathematics Concepts	4				.85	.79
Mathematics Applications	5					.92

[a] Reliability estimates are on the diagonal.

[b] Intercorrelations are above the diagonal.

Test Administration. Classroom teachers administered the tests in late September and early October 1976, as part of the statewide testing program. Tests were administered according to specifications set forth by test publishers, the DOE, and NWREL.

The Covariate. To parallel the testing efforts of the third grade sample, the Raven was administered to all sixth grade students in the sample as a covariate. The covariate was used to adjust the mean test scores in the sixth grade study, as in the third grade study.

Controlling for the effects of student ability with the covariate increases the likelihood that long-term effects of the 3 on 2 Program will manifest themselves.

Data Analysis Procedure. After all the sixth grade students were tested, scores from those students in the 45 sampled classes were obtained from the DOE. From the data file of the 45 classes, students with partial or missing test scores, new arrivals to the area, or students with less than three years' experience in either of the two class organizations were dropped from the analysis. The final sample upon which the analyses were run included 657 sixth grade students. The distribution of students in the sixth grade analyses is presented in Table 27.

TABLE 27

Distribution of Students in the Sixth Grade Sample

SES	Class Organization		Total
	3 on 2	Self-contained	
H	94	165	259
M	89	142	231
L	74	93	167
Total	257	400	657

Data for the sixth grade were analyzed in a manner similar to that used for the third grade data. However, one independent variable, the English program, was not available; thus, a 3x2 MANCOVA was run. The two independent variables for this analysis were SES (high, medium and low), and Classroom Organization (3 on 2 and self-contained). The dependent variables were the four subtests of the SAT with the Raven score serving as the covariate. Because of the unequal cell sample sizes, SES was entered first in the analysis, followed by classroom organization, then the interaction between SES and class organization.

__Results__. The unadjusted means, standard deviations, and cell sample sizes are reported for descriptive purposes in Table 28. Table 29 contains the results of the test for parallel hyperplanes for the sixth grade testing.

TABLE 28

Class Means and Standard Deviations
Cognitive Variables, Grade 6

Cell	n	Raven Total	Stanford Achievement Test			
			Vocabulary	Comprehension	Computation	Concept
3 on 2 H SES	94	33.23 (2.89)	26.47 (2.89)	38.51 (13.15)	29.27 (8.96)	49.71 (14.44)
3 on 2 M SES	89	31.12 (5.05)	23.76 (9.07)	33.78 (13.95)	25.76 (11.55)	41.90 (18.32)
3 on 2 L SES	74	29.68 (5.85)	20.51 (7.93)	28.53 (12.31)	21.55 (10.55)	34.93 (17.69)
Self-contained H SES	165	31.29 (4.14)	25.30 (8.23)	35.97 (13.52)	29.30 (9.95)	41.84 (16.25)
Self-contained M SES	142	30.61 (5.33)	23.09 (8.20)	33.63 (13.49)	24.54 (9.35)	40.51 (15.58)
Self-contained L SES	93	31.19 (4.27)	21.49 (9.67)	30.87 (14.67)	22.09 (10.04)	35.77 (17.43)

TABLE 29

Multivariate Analysis of Covariance Test of Parallelism
for Cognitive Variables, Grade 6

F-Statistic[a] Parallelism of Regression Hyperplane	F-statistic for Each Subtest[b]			
	Vocabulary	Reading Comprehension	Mathematics Computations	Mathematics Concepts and Applications
1.24	2.83	1.75	1.10	1.57

[a] Degrees of Freedom = 20,2130

[b] Degrees of Freedom = 5,645

The nonsignificant F indicates that the covariate did not interact with the treatment (classroom organization); thus, the parallelism assumption was met for the sixth grade.

The results of the MANCOVA for the sixth grade appear in Table 30.

TABLE 30

Multivariate Analysis of Covariance
Cognitive Variables, Grade 6

Source	Multivariate Test F(df)	Univariate Degrees of Freedom	Univariate F Statistics			
			Vocabulary	Reading Comprehension	Mathematics Computation	Mathematics Concepts and Application
SES	3.69* (8,1294)	2	10.29*	9.63*	8.34*	11.49*
Organization	1.85 (4,647)	1	.02	.01	3.48	4.35
SxO	.67 (8,1294)	2	.04	.17	.56	1.33
Within		650				
Total		656				

* p<.01

The multivariate F for SES was the only significant effect. As the univariate F values indicate, each dependent variable contributed to the overall significance of SES. The adjusted means for these subtests have been reported in Table 31. From the data in Table 31 it is apparent that high SES students received higher mean scores than medium and low SES students, and that medium SES students had higher mean scores than low SES students.

TABLE 31

Adjusted Means for the Effect of SES on the
Cognitive Variables, Grade 6

SES	Vocabulary	Reading Comprehension	Mathematics Computation	Mathematics Concepts and Application
H	25.18	36.18	26.41	44.18
M	23.64	34.02	25.41	41.68
L	21.49	30.44	22.43	36.48

Figure 9 illustrates the relationship between SES and the cognitive variables for grade six.

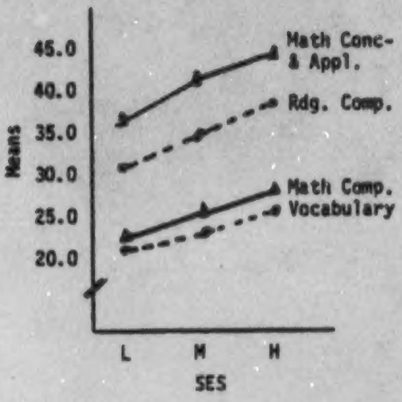

Figure 9. Mean scores for the cognitive variables at three levels of SES.

V. Data on Students' Attitudes Toward School and Learning

Third Grade Students

In order to answer Question 3--*Do students in 3 on 2 classes have a more favorable attitude toward school, home, and themselves than students in self-contained classes?* (p. 13)--an attitude inventory was administered to third grade students in 3 on 2 classes and self-contained classes.

The Sample. Students in third grade classes who were sampled for CTBS achievement testing were also given the Student Attitude Inventory (SAI).

Test Description. The SAI is a compilation of several attitude scales published by IOX. The scales used were chosen because they are appropriate to the objectives of the 3 on 2 Program. The seven IOX scales composing the SAI were *Me and School Index* (10 items); three subscales of the *Self-Appraisal Inventory* (SA)--the General subscale (10 items), the School subscale (10 items), and the Peer subscale (10 items); three subscales of the *School Sentiment Index* (SSI)--the General subscale (9 items), the Social Structure subscale (4 items) and the Climate subscale (3 items);[15] and the Authority and Control subscale (10 items). In choosing items from these scales, care was exercised to pick an even number of positively and negatively stated items. A copy of the SAI is provided in Appendix F. No published reliability estimates were available for the *Me and School Index*. However, reliability estimates for the *School Sentiment Index* (Instructional Objectives Exchange, 1972) and the *Self-Appraisal Inventory* (Popham, 1972) have been reported in Table 32. The reliability estimates for the revised subscales used in constructing SAI were not computed.

---

[15] The items in the social structure and climate subscales were co into one subscale.

TABLE 32

Reliability Estimates for the
School Sentiment Index and
Self-Appraisal Inventory
Intermediate Level

Subscale	Internal Consistency Index[a]		Test-Retest Stability Index[b]	
	n[c]	r	n[c]	r
School Sentiment Index				
General	67	.73	138	.90
Social Structure and Climate	63	.47	137	.70
Authority and Control	66	.71	141	.77
Self-Appraisal Inventory				
General	70	.80	150	.75
Peer	71	.82	149	.86
School	73	.81	150	.78

[a] Internal consistency estimate obtained from the $K\text{-}R_{20}$ formula.

[b] Test-retest estimate obtained from a correlation between the two test administrations.

[c] n=number of persons the reliability estimates were based upon.

Test Administration. The SAI was the first test administered by the testing personnel, who also administered the CTBS to the third grade students during May 1976. A separate answer sheet was not necessary for recording responses to the SAI. Items were read aloud by the examiner and students recorded their answers directly in the test booklet (see Appendix F).

Data Analysis Procedures. The SAI data were analyzed in a 3x2x2 multivariate analysis of variance (MANOVA) design. As with the cognitive data for the third grade, the three independent variables in this analysis were SES (high, medium and low), English program (HEP and non-HEP), and classroom organization (3 on 2 and self-contained). The dependent variables were the seven subtest scores from the SAI. A covariate was not used with the affective data.

The analysis procedure was similar to that used with the third grade cognitive data: the effect of SES was entered first, then English program and classroom organization, and finally, their interactions. The rationale for this procedure is described earlier under *Third Grade Cognitive Data Analysis Procedures*.

Results. The unadjusted means, standard deviations and cell sample sizes are reported for descriptive purposes in Table 33. The means and standard deviations for the modified 3 on 2 classes are presented in Appendix D.

TABLE 33

Class Means and Standard Deviations
Student Attitude Inventory, Grade 3

Cell	n	Self Appraisal			School Sentiment Index			Me and School
		School	Peer	General	A+C[a]	SSC[b]	General	
3 on 2, HEP, H SES	12	16.75 (0.55)	15.07 (0.50)	17.17 (0.71)	18.73 (0.66)	10.08 (0.30)	16.08 (0.77)	15.67 (0.76)
3 on 2, non HEP, H SES	5	16.02 (1.35)	15.47 (0.98)	16.27 (1.70)	18.34 (1.63)	10.17 (0.54)	15.66 (0.97)	15.68 (1.05)
SC, HEP, H SES	2	15.90 (1.36)	15.17 (1.58)	17.52 (1.29)	18.07 (0.30)	10.23 (0.13)	14.94 (0.32)	15.60 (0.17)
SC, non-HEP, H SES	9	16.98 (0.50)	15.57 (0.48)	17.49 (0.76)	18.10 (1.40)	10.24 (0.48)	15.00 (1.56)	15.54 (0.44)
3 on 2, HEP, M SES	10	16.80 (0.66)	15.33 (0.62)	17.25 (0.75)	18.33 (0.70)	9.99 (0.43)	15.76 (0.69)	15.54 (0.85)
3 on 2, non-HEP, M SES	5	16.57 (0.68)	15.19 (0.74)	16.97 (0.81)	18.50 (0.71)	10.08 (0.35)	16.47 (0.54)	15.65 (0.44)
SC, HEP, M SES	6	16.46 (0.83)	14.82 (0.99)	16.51 (0.80)	17.75 (0.78)	9.99 (0.47)	14.83 (1.09)	15.16 (0.60)
SC, non-HEP, M SES	8	16.72 (0.52)	14.96 (0.49)	16.90 (0.50)	18.12 (0.75)	10.05 (0.39)	15.97 (0.67)	15.57 (0.36)
3 on 2, HEP, L SES	11	17.04 (0.46)	15.19 (0.55)	17.08 (0.65)	18.12 (0.76)	9.91 (0.17)	16.30 (0.37)	15.52 (0.60)
3 on 2, non-HEP, L SES	7	16.40 (1.07)	14.75 (0.90)	16.87 (1.01)	17.66 (0.78)	9.65 (0.29)	15.87 (1.06)	15.09 (0.56)
SC, HEP, L SES	4	16.52 (0.75)	15.06 (0.52)	16.76 (0.63)	17.89 (0.54)	9.77 (0.39)	15.53 (0.55)	15.23 (0.66)
SC, non-HEP, L SES	6	16.92 (0.91)	15.41 (0.69)	17.30 (0.50)	18.65 (0.50)	10.37 (0.22)	15.79 (1.16)	15.92 (0.90)

[a] Combined subtests of Authority and Control.
[b] Combined subtests of Social Structure and Climate.

Table 34 reports the MANOVA summary for the affective data. Multivariate as well as univariate *F* ratios are reported. The classroom organization main effect was statistically significant at $p<.01$. Additionally, the interaction of SES and classroom organization was significant at $p<.05$.

TABLE 34

Multivariate Analysis of Variance
Affective Variables, Grade 3

Source	Multivariate Test F(df)	Univariate Degrees of Freedom	Univariate F Statistics						
			Self Appraisal			School Sentiment Index			Me and School
			School	Peer	General	A+C	SSC	General	
SES	1.23 (14,134)	2	0.31	0.84	0.37	1.00	3.02	1.34	0.50
English	0.56 (7,67)	1	0.40	0.25	0.15	0.01	0.45	0.57	0.18
Organization	3.25** (7,67)	1	0.14	0.02	0.25	0.84	2.13	10.62**	0.06
SxE	1.32 (14,134)	2	0.25	0.97	1.30	0.55	--	3.47	0.37
SxO	1.80* (14,134)	2	0.52	1.68	3.90*	1.95	1.23	0.34	1.05
ExO	1.28	1	8.28	1.36	3.64	2.17	2.42	1.56	2.26
SxExO	1.12	2	1.04	0.46	0.02	0.59	2.98	0.04	1.06
Within		73							
Total		84							

*p<.05
**p<.01

The General subtest of the SSI contributed to the significant multivariate *F* for classroom organization ($p<.01$). Students in 3 on 2 classes had a more positive "general school sentiment" attitude than students in self-contained classes ($\overline{X} = 16.03$, $\overline{X} = 15.39$, respectively).

The General subtest of the SAI contributed to the significant multivariate *F* for the interaction of SES and classroom organization. The univariate *F* value for the General subtest was statistically significant at $p<.05$. The means for this subtest are reported in Table 35. High SES students in self-contained classrooms had a more positive self-appraisal

TABLE 35

Adjusted Means for SxO Interaction on the General Subtest of the Self-Appraisal Scale, Grade 3

SES	Classroom Organization	
	3 on 2	Self-contained
H	16.91	17.50
M	17.15	16.74
L	17.00	17.09

than did similar students in 3 on 2 classes, while medium SES students in 3 on 2 classes had a more positive self-appraisal than similar students in self-contained classes. There was no real difference between low SES students in 3 on 2 and self-contained classes. Figure 10 illustrates the interaction of SES and classroom organization for the general subtest of the self-appraisal scale.

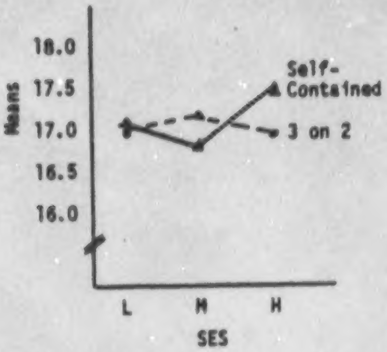

Figure 10. Mean scores for the general subtest of the Self-Appraisal scale for levels of SES and classroom organization.

Sixth Grade Students

The Sample. The same sample of sixth grade students tested with the SAT were also tested using the SAI. Definitions of the sample frame are detailed in the Sixth Grade Achievement Testing section. Table 27 (page 53) indicates the cell sizes by classroom organization and SES.

Test Description and Administration. The same subtests of the SAI administered to third grade students were also given to the sixth grade students. Minor revisions in the directions were made based upon teacher comments. (The original instructions are detailed in Appendix D.) Hawaii teachers had indicated that the item format of true-untrue was confusing to the students. In addition, marking an "X" to indicate the true response was an unfamiliar procedure for the students. Based on these observations, the item format was changed to yes-no and the students were asked to circle the appropriate answer.

Data Analysis Procedure. Since the independent variable of the English program was not available for the sixth grade sample, the design for the affective data was a 3x2 MANOVA. The two independent variables were SES (high, medium and low) and classroom organization (3 on 2 and self-contained). The dependent variables were the seven subtests of the SAI. Again, no covariate was used in the affective data analysis. The ordering of variables into the analysis was similar to the procedure used with the SAT for the sixth grade students--SES first, classroom organization second, interaction third. The rationale for this procedure has been documented under the heading Third Grade Achievement Testing Data Analysis Procedure.

Results. The means, standard deviations and cell sample sizes are reported in Table 36.

TABLE 36

Student Means and Standard Deviations
Student Attitude Inventory, Grade 6

Cell	n	Self Appraisal			School Sentiment Index			Me and School
		School	Peer	General	A+C[a]	SSC[b]	General	
3 on 2, H SES	94	16.44 (2.35)	15.40 (2.10)	17.96 (1.94)	19.11 (1.88)	10.73 (1.04)	15.33 (2.53)	16.71 (2.04)
3 on 2, M SES	89	15.64 (2.50)	14.53 (2.28)	16.76 (2.27)	18.16 (2.07)	10.36 (1.29)	14.61 (2.67)	16.58 (1.69)
3 on 2, L SES	74	16.25 (2.39)	15.64 (1.94)	17.32 (2.07)	19.07 (1.67)	10.61 (1.02)	15.40 (2.34)	16.23 (1.87)
SC, H SES	165	16.53 (2.28)	15.69 (2.24)	17.67 (2.13)	19.24 (2.03)	10.66 (1.18)	14.50 (2.88)	16.42 (2.00)
SC, M SES	142	15.73 (2.34)	15.20 (2.34)	16.85 (2.34)	18.30 (2.03)	10.26 (1.29)	14.18 (2.79)	16.48 (1.90)
SC, L SES	93	15.53 (2.16)	14.82 (2.46)	16.97 (2.32)	18.19 (2.38)	10.37 (1.22)	15.24 (2.58)	15.82 (2.04)

[a] Combined subtests of Authority and Control.

[b] Combined subtests of Social Structure and Climate.

Table 37 summarizes the MANOVA for the sixth grade affective variables (SAI). The main effect of SES was statistically significant

TABLE 37

Multivariate Analysis of Variance
Affective Variables, Grade 6

Source	Multivariate Test F(df)	Univariate Degrees of Freedom	Univariate F Statistics						
			Self Appraisal			School Sentiment Index			Me and School
			School	Peer	General	A+C	SSC	General	
SES	5.38* (14,1290)	2	8.05*	5.20*	12.06*	14.14*	6.54*	6.42*	6.29*
Organization	1.39 (7,645)	1	.44	.51	.99	.69	1.73	5.82	1.24
SxO	2.10* (14,1290)	2	1.90	5.62*	.62	3.86**	.27	.80	.43
Within		651							
Total		657							

*p<.05
**p<.01

at p<.01. When univariate _F_ ratios were run on the dependent variables for SES it was revealed that all seven subtests were contributing significantly to the main effect of SES. The means of the dependent variables for SES are shown in Table 38. On four of the subtests (SA Peer, SA General, SSI Authority and Control, and SSI Social Structure and Climate) the high and low SES students had a more positive attitude than medium SES students. On the SSI General subtest the low SES students had a more positive attitude than either high or low SES students. On the SA School subtest high SES students had a more positive attitude than medium and low SES students. Finally, on the Me and School subtest the high and medium SES students had more positive attitudes than low SES students. Figure 11 illustrates the relationship between SES and the affective variables for grade six.

TABLE 38

Means for the Effect of SES on the Affective Variables, Grade 6

Subtest	SES High	Medium	Low
SA School[a]	16.50	15.70	15.85
SA Peer[b]	15.59	14.94	15.19
SA General[c]	17.77	16.82	17.13
SSI A and C[d]	19.19	18.24	18.58
SSI SSC[e]	10.68	10.29	10.47
SSI General[f]	14.80	14.34	15.31
Me and School[g]	16.67	16.52	16.00

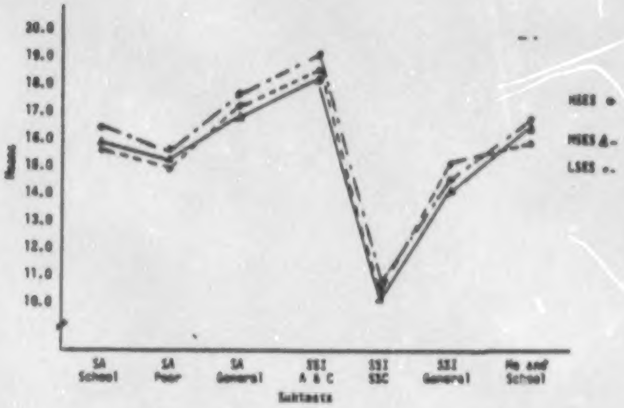

Figure 11. Mean scores for the affective variables grade 6 at three levels of SES.

The interaction of SES and classroom organization was also significant at p<.01 (see Table 37). The univariate F ratios indicated the SA Peer subscale and the Authority and Control subscale of the SSI were contributing to the significant multivariate F (p<.01). The means for these dependent variables for SES and classroom organization are reported in Table 39. A similar pattern of mean scores resulted for both subtests (SA Peer and SSI Authority and Control). That is, high and medium SES students in self-contained classrooms had more positive attitudes for these subscales than similar students in 3 on 2 classrooms. This situation was reversed for low SES students in 3 on 2 classrooms. Figure 12 illustrates graphically the interaction of SES and classroom organization for two subtests of the SAI for grade six.

TABLE 39

Means for the SxO Interaction on two Subtests of the Student Attitude Inventory, Grade 6

SES	Subtest			
	SA Peer		SSI A+C	
	3 on 2	Self-contained	3 on 2	Self-contained
H	15.40	15.69	19.11	19.23
M	14.53	15.20	18.16	18.30
L	15.65	14.82	19.07	18.19

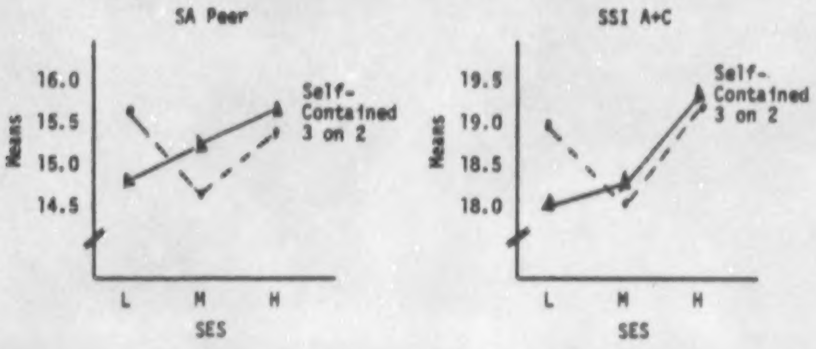

Figure 12. Mean scores for two subtests of the SAI grade 6 for levels of SES and classroom organization.

VI. Opinions of Teachers, Principals, Parents and State Policy Makers About 3 on 2

Project evaluators recognized early that the value of the 3 on 2 Program could not be determined simply by evaluating student outcomes. Any decision about the future of a program as large as 3 on 2 is affected by the opinions of diverse groups: school teachers, administrators, parents, legislators and other policy makers. A variety of detailed instruments were needed to assess the opinions of these important constituents. The evaluation teams used interviews, public meetings and questionnaires.

Interviews with a cross section of educators, parents, legislators, BOE members, and other people knowledgeable about 3 on 2 were conducted during the Spring and Fall 1976 site visits.

Public meetings were held during the Spring 1976 visit. Because of the high visibility of the 3 on 2 Program, the evaluation teams thought public meetings would be a useful way to allow interested persons to express their opinions about 3 on 2 to the evaluators.

Questionnaires were used to survey groups of parents, elementary principals, and teachers in grades K through 3 during Spring 1976. In Fall 1976 a follow-up questionnaire was administered to teachers as well as a group of fourth grade teachers.

The present chapter provides the results of these three methods of data collection.

Interviews with Teachers, Principals, Parents and State Policy Makers

Members of both evaluation teams needed to become thoroughly acquainted with (a) the issue surrounding the 3 on 2 Program and (b) perceptions of the program held by persons associated with or affected by the program. Therefore, an extensive series of interviews was conducted early in the evaluation. Persons interviewed during May 1976 fell primarily into the following categories: former and current administrators and DOE staff; current BOE members; state legislators and executive branch officials; higher education personnel; teachers in 3 on 2 and self-contained classes, grades K through 3; elementary school principals; district superintendents and curriculum specialist; parents of students in 3 on 2 and self-contained classrooms; and representatives of relevant unions and the press.

The names of all those interviewed except parents, teachers, principals, and curriculum specialists are provided below:

Nelson Doi, Lt. Governor
Albert Miyasato, Assistant to the Governor (Former DOE Acting Superintendent)
Shiro Amioka, Chancellor, Junior College System
Ralph Kiyosaki, Former DOE Superintendent
Charles Clark, DOE Superintendent
George Mau, DOE Deputy Superintendent
George Yamamoto, District Superintendent, Central
Barton Nagata, District Superintendent, Kauai
Mary Nakashima, Deputy District Superintendent, Kauai
Kengo Takata, District Superintendent, Windward
Francis Hatanaka, District Superintendent, Honolulu
Liberato Viduya, District Superintendent, Leeward
Darrell Oishi, District Superintendent, Maui
Kiyoto Mizuba, Deputy District Superintendent, Hawaii
Emiko Kudo, Assistant Superintendent, Office of Instructional Services, DOE
Philip Ige, Institutional Analyst, Management Services, DOE
Hironobu Hino, Director, Facilities and Auxiliary Services, DOE
Charles Kitaoka, Administrator, Certified Personnel, Management Section, DOE

Harold Fukunaga, Director, Accounting Branch, DOE
Shuichi Nakamura, Administrator, Accounting Section, DOE
Ronald Johnson, Administrator, Evaluation Section, DOE
Logan Kadomoto, Program Specialist, Evaluation Section, DOE
Paul Gima, Program Specialist, Evaluation Section, DOE
Mildred Shimizu, Administrator, Science and Humanities Section, DOE
Nora Hubbard, Program Specialist, Evaluation Section, DOE
Ichiro Fukumoto, Director, Planning Services Branch, DOE
Barbara R. Yamashita, Administrator, Communicative Arts Section, DOE
Genevieve Okinaga, Program Specialist, Early Childhood Education, DOE
Elaine Takenaka, Program Specialist, Science and Humanities Section, DOE
Margaret Oda, Director of Regular Education, DOE
Lionel Aono, Director, Budget Services Branch, DOE
Kellet Min, Institutional Analyst, Planning Services Branch, DOE
Richard Ando, Board of Education
Hubert Minn, Board of Education
Rev. Darrow Aiona, Board of Education
George Adachi, Board of Education
Howard Takenaka, Board of Education
Barbara Keating, Dissemination Specialist, Technical Services Section, DOE
Arthur King, Project Manager, Secondary English Project, DOE
Shiho Nunes, Former Director of Hawaii English Program, DOE
Janet Sumida, Maui Community College
David Trask, Executive Director, Hawaii Government Employees Association
Tom Kaser, Reporter, Honolulu Advertiser
Karen Horton, Reporter, Honolulu Advertiser
Hildegard Verpholgen, Reporter, Honolulu Star-Bulletin
Teichiro Hirata, Former DOE Superintendent of Education
John Radcliffe, Executive Director, Hawaii State Teachers Association
Abe Kaahui, President, Hawaii State Teachers Association

Interviews were conducted in each of the seven administrative districts in the state. Numbers of persons interviewed in addition to the district superintendent or deputy are shown in Table 40.

TABLE 40

Interviews with School Staff and Parents
Spring 1976

District	Principals	Curriculum Specialists	Teachers[a]	Parents[a]
Honolulu	14	1	9	7
Leeward	2	1	12	6
Windward	6	1	21	14
Central	3	1	17	10
Maui	2	1	12	6
Kauai	2	1	7	6
Hawaii	5	1	7	3
TOTAL	34	7	85	52

[a] Parents and teachers interviewed were selected at random prior to the site visit and they were then scheduled to meet the evaluators at a location within their district.

In most cases, interviews were conducted jointly by one member of the Advocate Team and one member of the Adversary Team. Interview questions posed to various groups are listed in Appendix L.

Additional follow-up and supplemental interviews were conducted during the October 1976 site visit with the following individuals:

Charles Clark, DOE Superintendent
Mrs. Marion Saunders, Board of Education
Senator D.G. Anderson
Noboru Yonamine, Chairman, Board of Education
Senator Richard Wong
Dave Thompson, Educational Director of the Longshoremen's Union
Ichiro Fukumoto, Director, Planning Services Branch, DOE
Peter Dunn Rankin, University of Hawaii

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Richard Port, Administrator, Technical Services, DOE
Barbara Kim Yamashita, Administrator, Communicative Arts Section
DOE
Frank White, Administrator, Business and Personnel Section, DOE

In addition, observations were conducted in many classrooms during the October site visit. Teachers in these classrooms were also interviewed by evaluation team members. The number of interviews and observations conducted during the Fall 1976 site visit is presented in Table 41.

TABLE 41

Interviews and Classroom Observations
Fall 1976

District	Principals	Teachers[a]
Honolulu		12
Leeward		6
Windward		18
Central		7
Maui		5
Kauai		5
Hawaii	1[b]	8[b]
TOTAL	1	61

[a] Method of selection of teachers outlined in Chapter IX.

[b] Three of these teachers and one principal are not documented in Chapter IX; they were interviewed because they taught in exceptional 3 on 2 classes, e.g., multiple grade levels.

Data from the observations are presented later in this report. Use of interim data is summarized in the following paragraphs.

Use of Interview Data. Neary 300 personal interviews were conducted during the evaluation. Detailed notes on these interviews were made available to all evaluation team members. No attempt is made to summarize interview data here for two reasons. First, the volume and diversity of information produced through the interviews precludes any manageable summary. Second, interviewees were guaranteed anonymity. And the nature of comments made by many individuals makes it impossible to report them even in a general summary without voilating the agreement of confidentiality.

The interview data have, however, been used in four important ways in the evaluation. First, they provided primary data—information which enriched the evaluation teams' understanding of the history and operation of the 3 on 2 Program and the current perceptions many important persons hold about the program. Second, interviewees provided leads to many other sources of information about the program, including fugitive documents. Third, interviewees' comments led to identification of variables and issues subsequently investigated in other ways in the evaluation study--for example, through questionnaire items. Fourth, some of the interviews conducted in October were used to verify the accuracy of data collected through other means (e.g., historical data, factual information about certain program costs).

Public Meetings About the 3 on 2 Program

In soliciting opinions about 3 on 2, program evaluators sought the broadest possible range of information. Most information was gained through personal interviews and questionnaires. Because of the high visibility of 3 on 2, evaluation teams felt that all interested persons should have an opportunity to express their opinions about the program. By providing this opportunity early in the evaluation, team members felt they might identify general themes which could be examined further. Therefore, a series of public meetings--one in each district and a joint meeting for Leeward and Central Districts--was scheduled.

Information collected in public meetings has unique characteristics. For example, particularly strong feelings tend to emerge in such meetings. Further, such settings provide a forum for individuals or groups whose desired views may not be gathered through other means. On the other hand, there is no way of assuring that opinions expressed at such meetings are representative of a large group of people. Further, people who hold unpopular opinions may not wish to express them in a public forum. Therefore, although information gathered at public meetings is useful, it must be used cautiously, and considered within the context of information gathered by other means.

Announcement of Hearings. Public hearings were announced through newspapers, radio public service announcements, and messages sent home with students. Press releases were provided to major Honolulu newspapers and to other island papers approximately two weeks before the hearings. Announcements were carried by newspapers on these dates:

May 7, Honolulu Advertiser, Page C-6
May 10, Maui News, not listed
May 10, The Garden Island, page A-8
May 12, Honolulu Advertiser, page A-5

Methods used by schools in announcing the meetings to parents varied considerably. Some schools used the district news bulletin; others sent other types of communications. Most announcements were sent out the week of the public hearings. In many instances notices reached parents the very day of the hearing. It was also found that some parents did not receive announcements.

Information About the Hearings. An attempt was made to schedule hearings in such a way that at least two evaluators--one from each team--would be able to attend. This was possible for all but the combined

Leeward and Central meeting, which one team member attended. The purpose of having each team represented was to assure that comments would be interpreted from both the advocate and adversary viewpoints.

Meeting dates, numbers of participants and evaluators attending, and locations are summarized in Table 42.

TABLE 42

Public Meetings Held in May 1976

District	Date	Approximate Number Attending	Evaluation Member(s) Attending	Location
Honolulu	May 12	52	Popham Roaden	McKinley High School (Honolulu)
Leeward and Central (combined)	May 12	80	Nafziger	Pearl City Elementary (Pearl City)
Windward	May 12	100	Hiscox Wright	Benjamin Parker School (Kaneohe)
Maui	May 12	40	Owens Sachse	Wailuku Elementary (Wailuku)
Hawaii	May 12	14	Carlson Rogers	Waiakea Elementary (Hilo)
Kauai	May 13	15	Popham Roaden Worthen	Wilcox Elementary (Lihue)

Most persons who attended each meeting were associated with the Hawaii educational system. Teachers from 3 on 2 classrooms were heavily represented, and most prepared testimonies were given by 3 on 2 teachers.

Results. Opinions expressed at public hearings were mostly favorable to the 3 on 2 Program. Teachers from 3 on 2 classrooms were virtually unanimous in their strong support for the program. Those who indicated weaknesses usually suggested methods of eliminating them. Others were largely favorable to the program, although a number of self-contained classroom teachers and parents gave unfavorable testimonies.

In addition to the public hearing testimony, evaluators received nine letters about the 3 on 2 Program. Six offered unfavorable comments about 3 on 2, two letters offered favorable comments, and one letter mentioned only HEP.

Following is a summary of supportive comments on the 3 on 2 Program:

1. More opportunities exist for individualized attention and instruction because of the reduced teacher-pupil ratio.
    a. The 3 on 2 Program provides more opportunity for humanizing education through more personal communication with individual children and more time for counseling.
    b. Children receive more individual help from several teachers, thereby enabling a better focus on individual needs.
2. Greater flexibility is possible in grouping for instruction to meet varied student needs. Many different configurations are possible.
    a. Groups can be organized for many different purposes.
    b. Many different sizes of groups are possible.
    c. Some teachers can work with groups while the remaining teacher(s) can work independently with students.
3. Children are able to relate to three teachers rather than only one and this has several benefits.
    a. Students have more opportunity to seek out a teacher with whom they can identify and have a compatible personality.
    b. Teachers who are unsuccessful in their counseling efforts with a child can have another teacher take over the counseling with that child.
4. Children are given a chance to relate to a greater number of other children and this has many benefits.
    a. Opportunities are provided for better interpersonal relationships among children with various cultural backgrounds, different personalities and temperaments, and different interests and abilities.

   b. Social development is enchanced because of the interaction with more children and more opportunity for peer modeling.

5. The 3 on 2 Program allows teachers to pool ideas, resources, and teaching techniques and share talents and areas of strengths. This sharing benefits students because it allows teachers to capitalize on their individual strengths, and it stimulates creativity in teaching. Further, this exposure to new ideas and new teaching techniques encourages professionalism. On-the-job, inservice training occurs because the teacher does not have to leave the room in order to gather new ideas.

6. When a teacher is absent, the daily routine and curriculum continue because remaining teachers can assist the substitute. Also, if a teacher must leave the room for an emergency, the other two teachers can cover for the absent teacher until he or she returns.

7. Sharing in decision making and problem solving provides each child with an individualized program. Consultation among team members makes possible better diagnosis and prescription for individual students. Teachers can plan and allow for a greater number of learning styles.

8. The implementation of HEP is greatly facilitated in 3 on 2 classrooms because more time is provided for individualizing instruction and for record keeping.

9. Mainstreaming of exceptional children can be done most easily in a large flexible classroom with two vertical grades.

Following is a summary of critical comments regarding the 3 on 2 Program:

1. There are many children for whom 3 on 2 is not appropriate.
    a. In particular, children who are shy, who have a short attention span, and who are immature, are better off in self-contained classrooms.
    b. Children in kindegarten are too young and immature for 3 on 2.
    c. Self-contained classrooms become the dumping ground for problem children with whom 3 on 2 teachers do not want to deal.
    d. Quiet children are often intimidated in the 3 on 2 setting.

2. There is a lot of commotion in 3 on 2 classrooms, and this is distracting to students.

3. Options are supposed to be available to parents who do not want their children in 3 on 2 classrooms. But in some cases, parents have to send their children a considerable distance from home as an alternative. As a result, many parents send their students to private schools.

4. Because teachers are not trained to serve as members of 3 on 2 teams, the teams do not always function well. Interpersonal conflicts among teachers or teams can hurt the children.

5. The benefits cited for the program are ideals which are never realized because the program is seldom applied properly.

6. The motive for continuing the 3 on 2 Program is to protect the jobs of 3 on 2 teachers.

Spring 1976 Questionnaires

The questionnaires for teachers, principals, and parents were developed to meet three general needs:

1. The instruments would need to be very comprehensive. Preliminary interviews suggested that the subject groups would not object to completing detailed questionnaires. As a result, instruments solicited information in numerous areas in which the subject group was knowledgeable. All instruments were pilot tested and only minor changes were required as result of this testing.

2. Similar information was needed from each of the groups. Therefore, many questions were duplicated across subject groups. This duplication allowed useful comparisons of groups after data analysis.

3. A large sample needed to receive each questionnaire since it was difficult to predict the response rates of various groups. Furthermore, in early interviews, many people suggested using large, widespread samples to gain credibility from nontechnically oriented audiences, regardless of the sample size needed for statistical purposes.

Rationale. No group is more directly affected by Hawaii's two different classroom organizational patterns than primary teachers. Their personal experiences and judgments were essential to the evaluation teams because of their potential influence on the future of the program.

Elementary school principals constitute a very important information source for the 3 on 2 evaluation teams because principals are generally familiar or involved with the organizational and administrative characteristics of both types of classroom settings. Also, since most elementary principals have both 3 on 2 and self-contained classrooms in their schools, they are able to compare the day-to-day operations of the two settings.

While teachers and principals can report on student growth in the school setting, only a child's parents can provide information on the behavior of the student during the larger amount of time that the child is not in the classroom. The parent is also better able to recognize changes in a child's overall character during a period of years than is a teacher who is with the child for only a year or two. For these reasons, the parents of Hawaii's primary grade children constituted an important source of information for the evaluation teams.

There was an additional reason for soliciting parents' opinions. The parents of Hawaii K through 3 children, along with the state's other taxpayers, provide the monetary support for the 3 on 2 Program. Program evaluators wanted to provide decision making groups like the state legislature, the BOE, and the DOE with the opinions of the public toward this large educational program.

The evaluation questions enumerated earlier were useful in developing the spring questionnaires. Many content areas surrounding the 3 on 2 Program were of interest to the evaluators. Therefore, questionnaires covered the following topics:

- Goals of 3 on 2 and self-contained classrooms
- Unique instructional opportunities within 3 on 2 and self-contained classrooms
- Perceived academic progress in 3 on 2 and self-contained classrooms
- Perceived affective and psychomotor progress in 3 on 2 and self-contained classrooms
- Perceived progress made by students in 3 on 2 and self-contained classrooms in other areas affected by schooling
- Types of students for which the 3 on 2 or self-contained classroom organization is preferable
- Parent involvement in the assignment of students to classrooms
- Implementation of 3 on 2
- Parent involvement in classrooms
- Inservice training for teachers and principals
- Teachers' preferences for classroom organization
- Strengths and weaknesses of the 3 on 2 Program
- Suggestions for the 3 on 2 Program

Copies of questionnaires sent to teachers, principals, and parents are contained in Appendix G.

Sample and Response Rate. The evaluators distributed questionnaires to all Hawaii K through 3 teachers and principals. A listing of the type of organizational structure of every K through 3 classroom of each school in the state was obtained from the DOE. Based on this list, DOE staff sent each school principal three questionnaires for each 3 on 2 class, two for each modified 3 on 2 class, and one for each self-contained class. In this way, the principal could distribute a questionnaire to each K through 3 teacher. A principal questionnaire was sent to each elementary school.

The number of questionnaires mailed and the corresponding response rate from each group are:

Group	Number of Questionnaires Mailed	Number of Usable Questionnaires Returned	Percent Returned
TEACHERS	2379	1819	76.5
3 on 2 teachers		1173	
Self-contained teachers		573	
Modified 3 on 2 teachers		40	
2 on 2 teachers		33	
PRINCIPALS	175	144	82.3
Principals of both classroom organizations		111	
3 on 2 only principals		19	
Self-contained only principals		14	
PARENTS	1897	963	50.8
Parent with child only in 3 on 2		516	
Parent with child only in self-contained		225	
Parent with child in both classrooms		186	
No identification provided		36	

Data Analysis. A procedure for coding each questionnaire was developed and coders were trained to translate the questionnaire responses onto standard 80-character coding forms. Coders worked under two supervisors who checked a 10 percent subsample of the coders' work and screened inappropriate or aberrant responses (e.g., where instructions were not followed) identified by the coders while coding. The data were then keypunched and verified.

Each questionnaire was analyzed using the Statistical Package for the Social Sciences (SPSS), with the respondent as the unit of analysis. Simple frequency counts were taken of responses to each item. After initial data displays taken were checked, the evaluation teams requested the cross-tabulations identified in Table 43 for the teacher questionnaire.

TABLE 43

Summary of Cross-Tabulations
Run on Teacher Questionnaire Data

Classroom Organization	English Program	
	Classes broken out by HEP & Non-HEP	Classes not broken out by HEP & Non-HEP
3 on 2:		
Teachers of classes who receive 3 on 2 funds (including modified 3 on 2)[a]	X	
Teachers of regular 3 on 2 classrooms[b]	X	
Teachers of modified 3 on 2 classes		X
Self-contained:		
Teachers of classes who do not receive 3 on 2 funds (including teachers with aides)	X	
Teachers of regular self-contained classrooms[c]	X	
Teachers of self-contained classrooms with aides (full- or part-time)		X
2 on 2 self-contained classes[d]		X

[a] Modified 3 on 2 -- 2 teachers and a full-time aide with 50-70 students

[b] Regular 3 on 2 -- 3 teachers with 50-70 students

[c] Regular self-contained -- 1 teacher with 25-30 students

[d] 2 on 2 self-contained -- 2 teachers with 50-70 students

It was believed necessary to survey at least one parent representing each K through 3 self-contained classroom and two parents representing each 3 on 2 classroom. Larger numbers were considered, but budget constraints mandated that no more than 2,000 parent questionnaires be printed and distributed. To obtain this sample, teachers in self-contained classes were asked to select (using a randomization procedure specified by the NWREL staff, and documented in Appendix G) one student in the class to deliver the questionnaire to his or her parent(s). Each 3 on 2 team received two parent questionnaires with instructions to use the specified randomization procedure in distributing them to one student in each of the two grade levels of the class. Teachers were asked to emphasize the importance of the document to the students, and to take all steps possible to ensure that the questionnaires were actually taken home to the parents.

To ensure candor, respondents' names were not placed on the questionnaires. The questionnaires were to be returned directly to NWREL, using an attached postage paid envelope. This anonymity precluded any follow-up procedures on nonresponse bias checks.

From these, the evaluation teams decided to report responses from the two teacher groups of primary interest in this study: regular 3 on 2 teachers and regular self-contained classroom teachers. Responses of the modified 3 on 2 classroom teachers (a distinct group from the regular 3 on 2 classroom teachers) are also recorded.

Initial cross-tabulations for the principal data were based on three different groups of principals: (a) Principals of schools with only 3 on 2 classrooms, (b) pricipals of schools with only self-contained classrooms, and (c) principals of schools with both types of classrooms. Again, since there was only a small percentage of principals from schools with only self-contained classrooms (10 percent), their responses were not reported. Therefore, the tables report data for two groups: principals with only 3 on 2 classes, and those with both 3 on 2 and self-contained classes in their schools. Because the number of principals with only 3 on 2 schools was also small (13 percent), principal data will be summarized for principals with both types of classrooms only.

The cross-tabulations of the parent data were based on three different groups of parents: (a) parents with children in only 3 on 2 classrooms, (b) parents with children in only self-contained classrooms, and (c) parents with at least one child in each type of classroom.

Results of the Spring Questionnaire Survey. Because of the volume of data collected through the spring questionnaires, only the major findings are given in this section. Complete information gathered through the spring questionnaires is provided in simple, self-explanatory tabular form in Appendix H for all three groups of respondents. The tables are organized in the following way:

- Table H-1--Responses to items unique to teachers
- Table H-2--Responses to items unique to principals
- Table H-3--Responses to items unique to parents
- Table H-4--Responses to items answered by teachers and principals

- Table H-5--Responses to items answered by principals and parents
- Table H-6--Responses to items answered by teachers, principals and parents
- Table H-7--Responses to items answered by modified 3 on 2 teachers.

For the tables in Appendix H, all items are reported in terms of the actual number of respondents to each item category and the corresponding percentages. In many cases, comparisons between different groups of teachers or parents responding to each question were necessary. The comparisons were made using the percentage data.

Initial tests of significance revealed that for the teachers, the standard errors of the difference would be quite small because of the large proportions of teacher populations who were included and responded to the survey, i.e., the finite population factors were quite small[16]. In contrast, only a small proportion of the population of parents was sampled. Consequently, although the size of the sample of parents is quite adequate for analyses purposes, the finite population factor did not reduce the standard error as much as it did for teachers.

Correspondingly, a much larger difference between parent groups would be required for statistical significance than would be requested for the teacher comparisons. Therefore, to facilitate the reporting of questionnaire data in this section, statistical criteria were combined with what was viewed as "educationally" practical.

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[16] For a percentage p, the value of the standard error is given by:

$$\sqrt{\left(1-\frac{n}{N}\right)\frac{p(1-p)}{n-1}}$$

where n is the sample size, and N is the size of the population from which the sample was randomly selected.

The observed difference between percentages for teacher groups would have to exceed at least 7 percent and for parents 10 percent to be considered "educationally" practical as well as statistically significant. In the following summary, these percentages were used as the criteria for denoting differences between the two groups of teachers (teachers of 3 on 2 and teachers of self-contained) and among the three groups of parents (parents of 3 on 2 children, parents of self-contained children, and parents of children in both types of classrooms).

- Goals. Teachers of 3 on 2 and self-contained classes generally agreed on classroom goals regardless of the type of classroom. However, 3 on 2 teachers more frequently cited the following goals (Table H-4.4):

    Peer tutoring (72 percent, 3 on 2; 35 percent, self-contained)
    Individualized learning rate (94 percent, 3 on 2; and 86 percent, self-contained)
    One-to-one teacher to pupil instruction (71 percent, 3 on 2; 49 percent, self-contained)
    Small group instruction (80 percent, 3 on 2; 67 percent, self-contained)
    Instruction in the physical sciences (48 percent, 3 on 2; 36 percent, self-contained)
    Flexibility in using classroom space (78 percent, 3 on 2; 70 percent, self-contained)
    Parents conferences (68 percent, 3 on 2; 59 percent, self-contained)

    No substantial differences were indicated for other goal areas.

- Instructional opportunities. 3 on 2 teachers more than self-contained classroom teachers believed they were effective with the teachers they worked closely with in the following areas (Table H-1.9):

    cooperative planning (81 percent, 3 on 2; 37 percent, self-contained)
    team teaching (83 percent, 3 on 2; 30 percent, self-contained)
    sharing teaching techniques (78 percent, 3 on 2; 43 percent, self-contained)
    using one another's strengths (86 percent, 3 on 2; 39 percent, self-contained)
    sharing learning materials (84 percent, 3 on 2; 50 percent, self-contained)

Table H-4.7 indicates 3 on 2 teachers, more than self-contained classroom teachers, believed that the 3 on 2 Program helped in the following areas:

work together as a team (95 percent, 3 on 2; 68 percent, self-contained)
promote chances for professional growth (78 percent, 3 on 2; 27 percent, self-contained)
share ideas on effective ways to handle students (94 percent, 3 on 2; 55 percent, self-contained)

When the principals were asked how the 3 on 2 Program helped 3 on 2 teachers, they responded most frequently to the following three areas:

work together as a team (90 percent)
promote chances for professional growth (61 percent)
share ideas on effective ways to handle students (82 percent)

- Perceived academic progress. In most areas, principals perceived no particular difference between the academic progress of students in 3 on 2 classrooms and those in self-contained classrooms. However, teachers did perceive a difference in the following areas (Table H-4.6):

  arithmetic (81 percent, 3 on 2; 73 percent, self-contained)
  science (48 percent, 3 on 2; 36 percent, self-contained)
  music (45 percent, 3 on 2; 36 percent, self-contained)
  social studies (51 percent, 3 on 2; 41 percent, self-contained)

- Perceived affective and psychomotor progress. In the affective areas of interest in school, self-control, getting along with peers, and positive self-concept teachers perceived no particular differences between the progress of students in 3 on 2 classrooms and those in self-contained classrooms (Table H-4.6).

  The principals, however, were divided between favoring 3 on 2 and indicating no difference in the following areas:

  exercising self-control
  getting along with others
  developing a positive self-concept

At least 37 percent of the principals stated more progress was made in 3 on 2 classes for the above affective areas, while at the same time, at least 44 percent of the principals said there was no difference in the progress made between 3 on 2 and self-contained students (Table H-4.6).

In physical education principals did not perceive any differences, but 3 on 2 teachers rated their students higher in physical education than self-contained classroom teachers (52 percent to 40 percent, Table H-4.6).

- Perceived progress in other areas. Teachers rated 3 on 2 and self-contained classroom children about equally on progress in becoming an independent learner, but a majority of the principals believed that 3 on 2 students progressed more in becoming an independent learner (64 percent). Self-contained classroom teachers saw their students using time more wisely than 3 on 2 teachers (68 percent to 55 percent, Table H-4.6).

  All parents, regardless of the type of classroom in which their children were enrolled, rated their children "moderate" to "high" in the following areas (Tables H-3.10 and H-3.12):

  shows self-control
  shows ability to communicate
  shows ability to express feelings openly and honestly
  shows ability to relate to their siblings
  shows ability to use time efficiently

- Types of students for 3 on 2 or self-contained. Principals agreed both types of classroom organizations would be appropriate for the 12 types of students listed (percentages ranged from 60 to 100 percent, Table H-4.2):

  children with learning disabilities
  children with short attention spans
  children with various ability levels (high, medium, low)
  children who lack self-direction
  children with behavior problems
  shy children
  kindergarten children
  third grade children
  economically disadvantaged children
  children from wealthy communities

Teachers felt both types of classrooms were appropriate for students of all ability and socioeconomic levels, grade levels, and students with behavior problems (percentages ranged from 57 to 98 percent, Table H-4.2). Parents most frequently indicated that 3 on 2 classrooms may be inappropriate for students who lack self-direction (percentages ranged from 50 to 52 percent), and children with learning problems (percentages ranged from 59 to 62 percent, Table H-3.5), but rated both types of classrooms as being appropriate for the remaining 10 types of students.

3 on 2 teachers were divided on the issue of appropriateness of 3 on 2 for the following types of students:

those with learning disabilities
those with short attention spans
those lacking self-direction

At least 31 percent stated 3 on 2 was not appropriate for each of these types of students, and at least 43 percent stated both 3 on 2 and self-contained classrooms were appropriate. Self-contained classroom teachers were equally divided on this issue. At least 44 percent said such students should not be in 3 on 2, while at the same time, at least 32 percent of self-contained classroom teachers said both types of classrooms would be appropriate (Table H-4.2).

Self-contained classroom teachers were divided (at least 42 percent responded that either both types of classrooms were appropriate or that 3 on 2 was not appropriate) concerning the appropriateness of 3 on 2 for the following types of children (Table H-4.2):

shy children
kindergarten children

- Assignment of students to classrooms. Parents' preferences for the type of classroom they wanted for their children were dependent on the type of classroom in which their children were already enrolled. Parents of 3 on 2 students preferred to have their children remain in 3 on 2 (91 percent); parents of self-contained classroom students preferred to have their children remain in self-contained classrooms (80 percent); and parents with children in both types of classrooms were divided in their preferences (42 percent, 3 on 2; 59 percent, self-contained, Table H-3.1). Parents most frequently indicated that they were not given a choice of whether their children would be in a 3 on 2 or self-contained classroom (the percentages ranged from 57 to

65 percent, Table H-4.6). About half of the teachers said parents were not given a choice (56 percent, 3 on 2; 47 percent, self-contained, Table H-6.3). However, the principals most frequent response was that parents were given a choice (54 percent, Table H-6.3) although they most frequently said that parent involvement in making assignments to classrooms was not adequate (50 percent, Table H-4.7).

- Implementation of 3 on 2. The most frequent response of teachers and principals was that leadership from the state and districts for the implementation of 3 on 2 was inadequate (percentages ranged from 43 to 51 percent, Table H-4.7.o). There was confusion about responsibility for adopting 3 on 2 in individuals schools (Table H-4.1); the majority of teacher responses indicated that they believed their principals were responsible (37 percent, 3 on 2; 33 percent, self-contained), but half of the principals indicated they "did not know" who was responsible (49 percent). Also, at least half the principals and 3 on 2 teachers did not believe that they had been adequately involved in developing guidelines for 3 on 2 (48 percent, 3 on 2; 65 percent, principals, Table H-4.7). At the same time, principals and 3 on 2 teachers overwhelmingly agreed that principals had supported 3 on 2 teams (76 percent, 3 on 2; 81 percent, principals, Table H-4.7). The most frequent response of 3 on 2 teachers was that they felt the program was not too expensive (69 percent); about half of the self-contained classroom teachers said it was too expensive (49 percent), and principals were divided in their responses (42 percent said too expensive, 38 percent said not too expensive).

- Parent involvement. The type of class in which their children were enrolled did not affect the frequency with which parents said they did the following (Table H-3.4):

    attended parent conferences (at least 48 percent said "very often")
    helped with homework (at least 51 percent said "very often")
    attended PTA meetings (at least 55 percent said "sometimes")

- Inservice. Principals and 3 on 2 teachers were generally divided about whether inservice training was adequate versus inadequate (at least 39 percent in either direction, Table H-4.7.p). Those workshops rated highest by teachers and principals were non-DOE sponsored on interpersonal relationships, improving self-direction and improving children's self-concept (the percentages ranged from 42 to 88 percent, Table H-4.10). Teachers rated the DOE sponsored workshops on HEP training higher than the non-DOE workshop (percentages ranged from 49 to 64 percent, DOE; and 42 to 51 percent, non-DOE, Table H-4.10). The principals rated the HEP workshop just the opposite (66 percent favoring non-DOE, and 31 percent favoring DOE sponsored, Table H-4.10). Inservice workshops least often rated as effective by teachers were DOE sponsored 3 on 2 orientation workshops (36 percent, 3 on 2; 24 percent, self-contained).

- Teaching preferences. Most 3 on 2 teachers indicated that they would prefer to teach in a 3 on 2 classroom (71 percent); self-contained classroom teachers most frequently indicated that they would prefer to teach in a self-contained classroom, but with a full- or part-time aid(66 percent, Table H-6.1). In both groups, about half the teachers indicated they would feel some disappointment if forced to teach in the opposite type of classroom from their present one (56 percent, 3 on 2; 55 percent, self-contained, Tables H-1.7 and H-1.8).

  Self-contained classroom teachers most frequently said that students with learning problems were most often assigned to self-contained classrooms (50 percent), although 41 percent of the self-contained classroom teachers said students with learning problems were equally divided between 3 on 2 and self-contained classes. Most principals and 3 on 2 teachers said that these students were equally divided (73 percent, 3 on 2 teachers; 87 percent, principals, Table H-4.3).

- Strengths and weaknesses of 3 on 2. There was little agreement between self-contained classroom teachers and other groups (3 on 2 teachers and principals) about the strengths and weaknesses of 3 on 2. However, both groups of teachers and the principals most frequently responded to the following program strengths: 1) 3 on 2 students could find at least one adult with whom to get along, 2) 3 on 2 children had opportunity to learn from each other, 3) that there was a greater variety of learning materials in 3 on 2 classes, and 4) that teacher absences did not interfere with instruction (the percentages ranged from 51 to 98 percent, Table H-4.7). Parents most frequently indicated that they believed that shy children and those with learning problems got lost in the larger 3 on 2 classes (the percentage of responses ranged from 52 to 68 percent, Table H-3.7).

- Suggestions about the future of 3 on 2. If they were able to choose how to use the money presently designated for 3 on 2, principals and 3 on 2 teachers most frequently said they would choose to maintain 3 on 2 (69 percent, 3 on 2; 54 percent, principals), although some of them would choose to revise the program. The response most frequently indicated by self-contained classroom teachers was to reduce class size in self-contained classes (32 percent) or provide for specialists (40 percent, Table H-4.8). Most people in each group felt that it was at least somewhat important to maintain 3 on 2 (range in percentages were 73 to 97 percent) and self-contained classrooms (range in percentages from 88 to 97 percent) as options (Tables H-6.7 and H-6.8).

- About half of the self-contained classroom teachers (48 percent) were not sure if the goals of 3 on 2 were realistic (Table H-4.5).

Summary of Written Comments from the Spring Questionnaires

One section of the questionnaires sent to teachers, principals and parents provided an opportunity for them to add any written comments regarding the 3 on 2 Program. These comments were important for two reasons: a) they provided an opportunity for respondents to include information on topics that were not on the questionnaires, and b) they provided an opportunity to assess the depth of feelings about areas included on the questionnaires. A tabulation of their comments is reported in Appendix J.

Teachers' Views of Classroom Instruction, Fall 1976

The teacher questionnaires described in the previous section were directed to teachers in grades K through 3 (Tables H-1 to H-6) and requested specific information about the implementation and effects of the 3 on 2 Program. Project evaluators gathered additional data on teachers' instructional views and classroom practices to complete the picture of the teachers' involvement in the 3 on 2 educational program.

Questionnaire Description. The questionnaire consisted of 20 questions, seven of which related to demographic variables. The remaining 14 questions were concerned with: a) how teacher time was spent during the day, b) individualization of intruction, c) confidence in teaching ability, d) class discipline, e) evaluation of student progress, and f) an adjective checklist of types of students in the class. A copy of the questionnaire is included in Appendix I.

The Sample and Response Rate. Teachers whose classes were involved in the spring testing of third graders were selected for this sample. All self-contained 3rd grade teachers and a sample of 3 on 2 teachers of grades 2 and 3 from the spring sampling were included in the sample (222 teachers in all). The questionnaires were distributed to the 222 teachers by the DOE in late October 1976. The questionnaires were preaddressed to be mailed directly to NWREL by each teacher. Table 44 indicates the response rate for each teacher group.

TABLE 44

Response Rate Fall 1976 Teacher Questionnaire

Teacher	Sample	Number Returned	Percentage
3 on 2	165	105	63.6
Self-Contained	57	40	70.2
TOTAL	222	145	65.3

Data Analysis Procedures. Teachers' responses were coded onto 80-character coding sheets, then keypunched and verified. Random checking ensured coder accuracy.

Data analysis consisted of simple frequencies as well as cross-tabulations for each question.

Results. Responses to each question were cross-tabulated with whether the respondent was a 3 on 2 teacher or a self-contained classroom teacher. This section summarizes the data. Actual responses to questionnaires are in Appendix I. Several teachers responded to an open-ended question and their comments have been summarized later in this section.

Of the 145 respondents, 105 were 3 on 2 teachers teaching in grades 2 and 3, 31 were self-contained classroom teachers teaching in grade 3 and the remaining 13 taught in lower grades (Table I-1). The highest degree held by teachers in either group was a master's degree (Table I-1.3). Over half of the respondents from each group had taught from 10 to 19 years (Table I-1.5). Self-contained classroom teachers had a range of experience in self-contained classes from four to nineteen years ; 3 on 2 teachers had a range of experience in 3 on 2 classes from four to nine years (Table I-1.6). The majority of 3 on 2 teachers used HEP (72 percent), but the majority of self-contained classroom teachers (60 percent) did not use HEP (Table I-1.7).

Questions on the Teacher Views of Classroom Instruction questionnaire were summarized under the following categories:

Amount of Time Spent in Various Activities

- 3 on 2 teachers spent less time in total class instruction than self-contained classroom teachers. Eighteen percent said they spent 50 percent of their time in total class instruction, whereas 37 percent of the self-contained classroom teachers spent 50 percent of their time in total class instruction (Table I-1.8).
- When asked about the amount of time spent in the following activities, there were no differences in responses of the two teacher groups (Table I-1.8):

    small-group instruction
    individual instruction
    individual counseling
    supervising seat work
    counseling with parents
    preparing of lesson plans
    record keeping
    assessment of pupils

Range of Options Available to Teachers for Various Teaching Tasks

- 3 on 2 teachers, more frequently than self-contained classroom teachers, said that in their classrooms the following were at least "above average": there were adequate teaching supplies and equipment (56 percent versus 43 percent), high level parent interest (25 percent versus 13 percent), and adequate time available to teach (51 percent versus 33 percent, Table I-1.19).

- Self-contained classroom teachers more frequently said they had a "larger range" of available disciplinary techniques than 3 on 2 teachers (50 percent to 34 percent respectively, Table I-1.12).

- Both groups of teachers said they had a "wide range" of instructional procedures available (65 percent, 3 on 2; 67 percent, self-contained, Table I-1.10).

- The 3 on 2 teachers more frequently indicated that they had a "large variety" of techniques for evaluating pupil progress available to them (50 percent, 3 on 2; 35 percent, self-contained, Table I-1.11).

Confidence in Carrying Out Teaching Tasks

- When asked what percentage of time they did not feel confident in their teaching, most teachers in both groups said about 10 percent of the time (58 percent, 3 on 2; 55 percent, self-contained, Table I-1.9).

- Both groups of teachers said they were "sure of their abilities" in carrying out their teaching responsibilities (97 percent, 3 on 2; 97 percent, self-contained, Table I-1.17.)

- Both groups of teachers were "willing" to ask for assistance or ideas from other teachers (96 percent, 3 on 2; 92 percent, self-contained, Table I-1.18).

Perceptions About Teachers' Classrooms

- When asked to describe their classrooms, 3 on 2 and self-contained classroom teachers responded similarly concerning the following (Table I-1.19):

  Provision for supervisory assistance
  Discipline of pupils
  Attendance of pupils
  Achievement of pupils
  Time available to plan

Perceptions About Students

- When 3 on 2 teachers were asked which adjectives described their classes, 50 percent or more selected active, friendly, interested, and outgoing (Table I-1.20).
- When self-contained classroom teachers were asked which adjectives described their classes, 50 percent or more selected active, curious, and friendly (Table I-9.20).

Views About Individualization and Student Self-direction

- Ninety-six percent of the 3 on 2 teachers and 88 percent of the self-contained classroom teachers said it was possible to individualize instruction in the primary grades (Table I-1.16).
- More 3 on 2 teachers than self-contained classroom teachers said it was important to individualize instruction (97 percent to 87 percent respectively, Table I-1.15).
- More 3 on 2 teachers than self-contained classroom teachers were against all pupils receiving the same instructional activities (96 percent to 67 percent respectively, Table I-1.13).
- 3 on 2 teachers felt more strongly than self-contained classroom teachers that schools should promote self-directed learning in primary grades (85 percent and 60 percent respectively, Table I-1.14).

Tabulation of 3rd grade teacher responses to an open-ended question.

In Fall 1976, a random sample of third grade teachers were asked to respond to another questionnaire soliciting their opinions on instruction. Following is a summary of their responses to an open-ended question.

Strengths of 3 on 2

1. Meets the needs of the extreme students; the superior and the very slow.
2. 3 on 2 students have the advantage of relating to three teachers instead of just one.
3. 3 on 2 students seem more confident and independent. Also, test scores show they do better academically.

Weaknesses of 3 on 2

1. There is not enough time during class for one-to-one communication.
2. Differences in teaching style and teachers' personalities cause conflicts.
3. 3 on 2 makes discipline more difficult.
4. Slower, quieter children get lost.
5. The noise level in the 3 on 2 classroom is high.

Recommendation for 3 on 2

1. It would be more efficient to have only one grade level in a 3 on 2 situation. The range among students in one grade level is wide enough.

Fourth Grade Teacher Questionnaire, Fall 1976

Evaluation teams required information from fourth grade teachers to determine the impact of 3 on 2 on fourth graders who had been in primarily either 3 on 2 or self-contained classes. Essentially, evaluators wanted to know whether the fourth grade teachers shared the views of K through 3 teachers. In addition, they wanted fourth grade teachers' opinions on the implementation and effects of 3 on 2.

Questionnaire Description. The questionnaire consisted of six questions. They dealt mainly with the continuation of 3 on 2, and how it might effect fourth grade teachers. One asked whether the fourth grade teacher could tell which students had been in 3 on 2 and which had been in self-contained classes. If the answer was "yes," the teacher was asked to differentiate between the 3 on 2 and self-contained student from a list of classroom behaviors. A copy of the fourth grade teacher questionnaire is presented in the Results section.

The Sample and Response Rate. Every fourth grade teacher in schools involved in the third grade testing received a questionnaire. In all, 148 questionnaires were sent out by the DOE in late October 1976. Questionnaires were preaddressed to be mailed directly to NWREL by the teacher. A total of 121 usable questionnaires were returned to NWREL for analysis (81 percent).

Data Analysis Procedures. As with the K through 3 teacher questionnaire, responses were coded onto 80-character coding sheets and random checking was done to ensure coder accuracy. Data were then keypunched and verified. The SPSS system was used to obtain frequency counts and cross-tabulations for each question.

Results. The data for each question were cross-tabulated by whether the fourth grade teacher had ever taught in a 3 on 2 class. A summary of the items on the fourth grade questionnaire is presented here. Actual responses are in Appendix I.

Of the 121 fourth grade teachers responding, 36 percent had taught in 3 on 2 classes and 63 percent had not. Forty-two percent could identify former 3 on 2 students, and 51 percent could not.

General questions regarding the 3 on 2 Program included the following:

Recommendations for 3 on 2

- Forty-two percent of all responding fourth grade teachers felt 3 on 2 should be kept at its present level (Table I-2.3) and 5 percent believed it should be expanded. About one-fourth of these teachers said 3 on 2 should be eliminated.
- Forty-four percent said it was "very important" to keep 3 on 2 classes as an option (Table I-2.3.b).
- Eighty-two percent said it was "very important" to keep self-contained classes as an option (Table I.2.3.c).
- Sixty-six percent of the fourth grade teachers said they would not like 3 on 2 expanded to grades four through six (Table I-2.4).
- When asked in what way they would spend 3 on 2 funds if given a choice, fourth grade teachers most frequently said they would reduce class size in self-contained classes (30 percent) or provide specialists (31 percent). About 11 percent said they would keep 3 on 2 as it now exists (I-2.5).

Relative Performance of 3 on 2 and Self-contained Students

Fourth grade teachers who could tell which of their students were former 3 on 2 students or self-contained students were asked of which groups the following descriptions were more true (Table I-2.6):

- Self-directed learner--about half said no difference.
- Frequently misbehaves in class--about half said no difference, but a large number said it was more true of 3 on 2 students.
- Gets along well with other students--more than half said no difference.
- Well-prepared in reading--44 percent of former 3 on 2 teachers and 39 percent of those who never taught 3 on 2 said it was more true of self-contained students.
- Has realistic self-image--more than half said no difference.
- Has positive self-image--more than half said no difference.
- Interested in school--more than half said no difference.
- Well-prepared in arithmetic--44 percent of former 3 on 2 teachers and 24 percent of those who never taught 3 on 2 said it was more true of self-contained students.
- Plans and uses time well--44 percent of former 3 on 2 teachers and 46 percent of those who never taught 3 on 2 said it was more true of self-contained students.

Tabulation of Responses to an Open-ended Question. In Fall 1976, random samples of fourth grade teachers were asked to respond to a questionnaire soliciting their opinions of 3 on 2. Following are their responses to an open-ended question.

Students in 3 on 2

1. Teachers who were presently teaching or had previously taught in a 3 on 2 classroom and teachers of self-contained classes shared the opinion that 3 on 2 students were less skilled, used time less effectively, and were unable to listen effectively (seven similar responses).

2. A number of teachers commented on the high noise level in 3 on 2 classes (eight similar responses).

3. Teachers of self-contained classes stated that students of 3 on 2 classrooms lacked discipline (four similar responses).

4. 3 on 2 and self-contained classroom teachers commented that all children did not benefit from the 3 on 2 Program (seven similar responses).

5. Some teachers felt that the average child often went unnoticed and that only the most aggressive or the extremely slow child received more attention (seven similar responses).

6. Another teacher remarked that slow learners and shy students were neglected (one response).

Recommendations for 3 on 2

1. The 3 on 2 Program should be discontinued or the money be used in other ways, e.g., for specialists in art, music, P.E., or for teachers' aides (one response).

2. The program should be continued beyond third grade or expanded at the present levels (12 similar responses).

3. Teachers of 3 on 2 classes and self-contained classes shared the opinion that both programs should be made available (eight similar responses).

4. Teachers should have the right to choose whether they would teach in a 3 on 2 class (six similar responses).

5. The 3 on 2 Program requires a workable team to be successful, and this is not always the situation (nine similar responses).

6. 3 on 2 teachers become too dependent on each other (one response).

7. The program does not allow flexibility in teaching (two similar responses).

8. Evaluation of students is easier, more accurate and less subjective when more teachers are involved (one response).

VII. Teacher Absenteeism

Rationale

During some interviews, it was suggested that 3 on 2 teachers may have a higher rate of absenteeism than teachers in self-contained classrooms. It was also suggested there may be significant and potentially relevant differences between how many 3 on 2 teachers and self-contained classroom teachers hold tenure. The evaluation teams decided to investigate these areas.

The Sample

Teachers whose classes were involved with the spring testing of third graders were selected for the sample. All teachers of self-contained classes in the Spring testing were included in the sample (N = 57), but only one third of the 3 on 2 teachers were sampled (N = 57). NWREL provided the DOE with the list of teachers. The DOE agreed to check their records for each instructor, indicating the number of days absent for professional leave, sick leave, and other absences for the school years 1975-1976.

Data Analysis Procedure

The data received from the DOE indicated there was missing information for one 3 on 2 teacher and three self-contained teachers in the sample. Therefore, data from a final sample size of 56 3 on 2 teachers and 54 self-contained teachers were to be analyzed. In order to control for different size groups, absenteeism rates were converted to means for each group. The analysis employed was a t-test for independent groups.

Results

Only the data from the school year 1975-76 were used in the analysis to reflect the most up-to-date teacher absenteeism policies. The data indicate that of the sampled teachers, all of the 3 on 2 teachers and all of the self-contained teachers were tenured.

Sick Leave. The means and standard deviations for days absent for sick leave per teacher group are shown in Table 45.

TABLE 45

Number of Days Absent for Sick Leave From a Sample of 3 on 2 and Self-Contained Teachers for 1975-1976 School Year

Teacher	Mean	Standard Deviation	Sample
3 on 2	6.94	8.21	56
Self-contained	8.31	10.95	54

The results of the t-test indicate no significant differences exist between the two groups of teachers (t = -.74, df = 108).

Professional Leave. In both samples, none of the teachers took professional leave.

Other Absences. There were only three 3 on 2 teachers who had absences in this category for a total of 11 days ($\overline{X}$ = 3.66). Nine self-contained teachers were absent for other reasons, with a total of 43 days ($\overline{X}$ = 4.77). No statistical analyses were done on this data set because of the small sample size.

VIII. Cost Data

One of the many questions guiding the evaluation, noted on Pages 13-14 was concerned with the program costs of the 3 on 2 Program as compared to self-contained classrooms. Therefore, an important aspect of the 3 on 2 evaluation has been to obtain accurate cost data. In the process of identifying and collecting this information one member from each team (adversary and advocate) worked together. Conversations were held with a number of individuals, usually more than once, about various cost categories. Among the individuals interviewed were:

Ichiro Fukumoto, Director, Planning and Evaluation Services Branch, DOE
Lionel Aono, Director, Budget Service Branch, DOE
Harold Fukunaga, Director, Accounting Branch, DOE
Shuichi Nakamura, Administrator, Accounting Section, DOE
Hironobu Hino, Director, Facilities and Auxiliary Services Branch, DOE
Charles Kitaoka, Administrator, Certificated Personnel Management Section, DOE
Barbara Kim Yamashita, Administrator, Communicative Arts Section, Regular Education Branch, DOE
Frank White, Administrator, Business and Personnel, Curriculum Development and Technology Branch, DOE

A summary of the operational cost data for the 1975-76 school year for the 3 on 2 program is displayed in Table 46. The cost data focus on those aspects of 3 on 2 that are in addition to costs of a self-contained class. Thus, Table 46 does not include student supplies and materials, equipment, or facilities costs. Teacher costs in this Table are based on average salaries for all classroom teachers in Hawaii since separate figures for only elementary teachers were not available for that year.

TABLE 46

Operational Cost Data for the 3 on 2 Program (1975-76)

Expense	3 on 2	Modified 3 on 2
Teacher	(485)	
Teachers' Salaries ($15,111)[a]	$7,328,835	
Teachers' Benefits (20.33%)	1,489,992	
Educational Assistants		(18)
Educational Assistants' Salaries ($6,514)		$117,252
Educational Assistants' Benefits (20.33%)		$ 23,837
Inservice--State Office	47,850[b]	
Inservice--District Offices	4,975	
Inservice--Other	5,937	
Teacher Substitute Cost	Not Available	Not Available
Coordinator's Salary[c]	0	
Coordinator--Equipment	0	

[a] Based on the statewide average teacher's salary.
[b] Only $6,350 was actually expended on inservice training
[c] The coordinator was hired after July 1, 1976. No funds were therefore expended on the position or equipment for fiscal year 1975-76.

The projected costs for the 1976-77 school year are shown in Table 47. Teacher costs in these projections are based on statewide average salaries for elementary teachers only.

TABLE 47

Projected Cost Data for the 3 on 2 Program (1976-77)

Expense	3 on 2	Modified 3 on 2
Teachers	(485)	
Teachers' Salaries ($17,191)[a]	$8,337,635	
Teachers' Benefits (21.9%)	$1,825,942	
Educational Assistants		(18)
Educational Assistants' Salaries ($7,254)[b]		$130,572
Educational Assistants' Benefits (21.9%)		$ 28,595
Coordination[c]	$16,000	
Other Expenses[c]	$41,891	

[a] Based on the statewide average for elementary teachers' salaries.
[b] Based on information given by the Office of Planning and Budget.
[c] Source is the Resource Allocation and Budget Execution, Fiscal Year 1976-77, Office of Planning and Budget, Department of Education, State of Hawaii, April 1976.

Two additional sets of cost figures related to 3 on 2 are facilities costs and HEP language skills replacement costs. Basically there are two broad categories of facilities costs: conversion and new construction.

Conversion. There have been no classroom conversions for the last 5 years. At that time it cost approximately $4,000 to convert two self-contained classrooms to a 3 on 2 classroom. It is estimated the same conversion would cost about $6,000 now.

To reconvert a 3 on 2 classroom to two self-contrained classrooms would cost about $2,000 for putting up stud walls and an additional $3,000 to install chalk and tack boards on both sides of the walls. To convert 3 on 2 classes in new schools constructed for 3 on 2 would cost about the same. The four classroom pods would cost somewhat more to convert because air conditioning would have to be added due to ventilation problems inherent in converting pod construction. No structural difficulties (e.g., due to increased weight on loadbearing walls) are anticipated.

Presently, there are many empty elementary classrooms so that perhaps as much as 25 percent of the students in the 3 on 2 Program could be shifted to self-contained without any reconversion.

New Construction. There are no substantial differences in the construction costs associated with a 3 on 2 or a self-contained oriented school.

Special HEP Costs

A major curriculum cost for both 3 on 2 and self-contained classes in Hawaii has been the equipment and materials needed for HEP. During the 1975-76 and 1976-77 school years, money has been spent for replacing HEP materials. Accurate cost figures for the language skills component of HEP were available for self-contained and 3 on 2 classes. These are displayed in Table 48. As shown in the Table, the per pupil cost for components such as the HEP language skills materials are lower in the 3 on 2 classes than in the self-contained classes because of the economy of scale.

TABLE 48

Average HEP Language Skills Replacement Costs (1976-77)

Classroom Organization	Expense
Average annual cost per self-contained class[a]	$428.34
Average annual cost per 3 on 2 class[b]	641.92
Average annual cost per pupil in self-contained classes (26.15 students per class)	16.38
Average annual cost per pupil in 3 on 2 classes (59 students per class)	10.88

[a] These figures do not include the original costs of the HEP materials and equipment, nor the Literature and Language System Program costs.

[b] Figures are based on an average cost per self-contained or 3 on 2 class for materials initially purchased each year between 1970-71 and 1975-76. These figures do not include cases where the materials were shared across 3 on 2 classes or across self-contained classes. Source: Breakdown of 1976-77 Skills Replacement Funds Allotment by Classes provided by the Office of Planning and Budget, Hawaii Department of Education.

Approval

Upon completion of the cost data, the Hawaii DOE was asked to review it for verification of cost figures on facilities, salaries and reconversion estimates. Adjustments to the reconversion figures were made based upon DOE suggestions. The DOE has assured NWREL the cost information is accurate.

IX. Classroom Observation Data

The data gathered from all the sources previously cited in the Technical Report provide information on various aspects of the 3 on 2 Program. Such aspects as student outcomes and opinions from all groups involved in the program (e.g., teachers, principals, parents, etc.) are necessary to make decisions about 3 on 2, but actual classroom observations of the day-to-day functioning of the 3 on 2 Program were essential to broaden the interpretations obtained from the data collected.

An initial set of classroom visitations was done during May, 1976. At this time 25 classrooms distributed over the 7 districts were visited. These initial observations were nonstructured and were intended to allow the evaluation teams to become familiar with the major implementation variables of 3 on 2 that ought to be addressed. Therefore, during October, 1976, more structured observations were to be conducted. Each evaluation team was allowed to choose the classroom sample and observational techniques they wished, to collect information they felt relevant and necessary.

Selections of Classrooms for October, 1976 Observations

The Advocate Team chose to visit a non-random sample of 3 on 2 classes in grades 2 and 3. Their interest was in observing the best 3 on 2 classrooms which could be identified. Classrooms nominated as superior were selected on the basis of student achievement test scores and the recommendations of curriculum specialists from each school district.

The Adversary Team chose to observe in a random selection of both 3 on 2 and self-contained classes. In 3 on 2 classes, grades 2 and 3 were observed, and in self-contained classes, grade 3 was chosen. The schools were randomly selected from a list of all schools in the district. Once schools were selected members of the Adversary Team visiting the schools chose at random a 3 on 2 class to observe and, where self-contained classes existed, a self-contained class from a list provided by the school principal. Extreme caution in randomization was necessary to be sure bias did not enter into the selection of classes. In addition to selecting classrooms at random, the Adversary Team sought consultation by an expert in classroom observation and team teaching to obtain systematic observations of the classrooms to be visited. Dr. Michael Q. Patton, of the University of Minnesota, was hired by NWREL to train the Adversary Team in a system of classroom observation he had co-developed, and also to make classroom observations himself.[17] A copy of the observational scheme used is in Appendix M.

Table 49 provides a list of the observations which were made by both evaluation teams and Dr. Patton, in all 59 observations.

TABLE 49

Types of Classrooms Observed Fall 1976

Type of Classroom	No. Observed by Adversary Team	No. Observed by Advocate Team	No. Observed by Dr. Patton
3 on 2 with HEP	16	(15)[a]	6
Modified 3 on 2 with HEP	0	0	2
3 on 2 without HEP	5	0	4
Self-contained with HEP	3	0	2
Self-contained without HEP	5	0	0
TOTAL	29	15	14

[a] HEP was not a variable the Advocate Team was looking at; therefore of the 15 observations made HEP or non-HEP was not indicated.

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[17] The specialist was also made available to train the Advocate Team in his scheme of systematic classroom observation; however, they did not choose to use it.

Table 50 indicates the number of classrooms visited within each district by both teams and Dr. Patton.

TABLE 50

Classrooms Visited Within Each District
By Both Teams and Dr. Patton

District	No. Observed by Adversary Team	No. Observed by Advocate Team	No. Observed by Dr. Patton
Honolulu	7	1	4
Leeward	4	2	-
Windward	7	6	5
Central	4	3	-
Maui	5	-	-
Kauai	2	3	-
Hawaii	-	-	5
TOTAL	29	15	14

Summary of Observations Made by Adversary Team

The adversary team attempted to observe in each class chosen from 40-60 minutes. During this time students were observed and interviewed by the team member. An interview with one of the teachers (or in the case of the self-contained classes the single teacher) was made at the end of each class observation. This was done to enable the observer to get a picture of the class's activities prior to and after the time of the observation. Each member of the Adversary Team had a list of 10 questions abstracted from Dr. Patton's, system and depending on time restrictions, all were to be asked. The questions were the following:

I. What is a typical day like in your class? That is, what activities are scheduled and when?

II. How are the students grouped and what materials are used in the above activities for each group?

III. How much time do you spend with each of the following groups per day?

- entire class
- class divided
- small groups (10-15 students)
- individuals

IV. What kinds of discipline problems do you have and how are they handled?

V. In what ways do the children help each other and hinder each other?

VI. How would you define the concept of individualization?

VII. Are the pupils involved in decision making? To what extent?

VIII. What is your relationship to your students?

IX. Do you have contact with parents? What is the nature of the contact?

X. Tell me about your team (e.g., team meetings, leader, how long together, relationship between members).

XI. Final comments.

Based upon the observations and discussions with pupils and teachers, the Adversary Team rated each classroom on individualization, diversification, peer interaction, and decentralization. These ratings, summed to provide an overall index of individualization for each classroom, are presented in Table 51.

TABLE 51

Overall Individualization of Ratings[1]
Based Upon Adversary Team Observations

Type of Classroom	Overall Individualization		
	Rated High (16+)	Rated Medium (10-15)	Rated Low (below 10)
3 on 2 with HEP	2	12	2
3 on 2 without HEP	2	1	2
Self-contained with HEP	3	0	0
Self-contained without HEP	1	2	2
TOTAL	8	15	6

[1] These ratings are based on the summation of ratings in the areas of individualization, diversification, peer interaction, and decentralization as defined in Dr. Patton's report.

Each member of the Adversary Team described their observations around the 10 questions listed above. The 29 observations made by the Adversary Team have been summarized for ease of presentation in this section; however, the 29 observations in their entirety are provided in Appendix M.

The following is a summary of the observations grouped according to the question and the type of classroom. When an observation does not appear in this summary, it means that time did not allow for an observation or a response to that specific question. When possible, an overview of the observations for each question is provided. However, not all questions lent themselves to tabular summary. The 29 observations are presented in the following order for each question:

Observations 1-16 — 3 on 2 with HEP
Observations 17-21 -- 3 on 2 without HEP
Observations 22-24 -- self-contained with HEP
Observations 25-29 -- self-contained without HEP

I. What is a typical day like in your class? That is, what activities are scheduled and when?

All of the "3 on 2 with HEP" classrooms, all of the "3 on 2 without HEP," all of the "self-contained with HEP," and four of the five "self-contained without HEP" classrooms were surveyed on this question. A majority of the replies were in the form of time schedules and do not lend themselves to a summary statement. Other than that there was a similarity of offerings across all four types of classrooms, the only major difference being the availability of HEP. For complete schedule of activities, by class, refer to Appendix M.

II. How are the students grouped and what materials are used in the above activities for each group?

Two variables were examined: (a) how the students were grouped, and (b) what materials were used in the above activities for each group.

a. In all, 17 observations mentioned some criteria for grouping students. Eight of the 3 on 2 with HEP mentioned homegenous ability groups; 1 of the 3 on 2 non-HEP mentioned ability groups; one of the self-contained with HEP mentioned ability groups, and three of the self-contained non-HEP mentioned ability groups. Considering that 16 of the observations were on 3 on 2 with HEP, there are no real differences between grouping among 3 on 2 and self-contained.

b. Of the observations gathered there was no identifiable trend in materials used except that the majority (12 of 16) of HEP classes mentioned they used HEP materials. Of these, five mentioned supplementing HEP materials. Supplements include handwriting, spelling, phonetics, and grammar supplements.

3 on 2 With HEP

Observation #1:	Three language groups; homogeneously grouped by ability
	Three ability groups for math, with different texts and materials for each group
Observation #2:	Language arts in two groups
	Math is highly individualized, with clocks, chips and other instructional devices
	Additional curriculum: cooking, sand play, blocks and puzzles

Observation #3: Mathematics: large groups for concept teaching; small groups for specific help; full period of individualized self-paced work

Little time for noncurricular activities

Observation #4: HEP: utilize full range of materials included in HEP

Teachers serve as guides, managers

Class organized by learning centers

Observation #5: HEP: utilize full range of materials; supplement with additional handwriting

Mathematics: textbook oriented; no subgrouping; not much evaluation of students, based on end-of-chapter test or daily work

Remaining courses: teacher directed; no TV, no individualization or subgroupings

Observation #6: HEP: Modified ("average" child can go on to grade 4); use of all HEP aids and materials

Mathematics: two texts used with each of two groups; third text for advanced group; entire class once a week flash card drill; subgroups work independently

Remaining courses: involve work groups

Observation #7: HEP: basic HEP procedure

Mathematics: textbook series; lesson taught by teacher followed by assigned individual work

Remaining courses: Science workbooks; some use of social studies projects; filmstrips

Observation #8: HEP: basic HEP procedure

Mathematics: three arbitrarily formed groups; independent work within each group; a form of mastery learning

Remaining courses: use of SCIS; integration of art, writing, filmstrips, discussion; no use made of TV

Observation #9: HEP: basic HEP procedure

Mathematics: textbook series; blackboard explanation followed by assigned seat work; homogeneous groups formed on basis of previous years' math performance

Remaining courses: tapes, piano; science slides, demonstrations

Observation #10: Three groups working with three different teachers

Individualization seems to occur during ETV or HEP

Ginn series used to supplement phonics; also an emphasis on writing skills in addition to HEP

Mathematics: approved text, students taught in homogeneous ability groups

Observation #11: Room divided into three area groups working with three teachers

Observation #12: HEP used for language arts program

Mathematics: curriculum from Addison-Wesley; heavy emphasis placed on behavioral objectives

Observation #13: Phonetics added to supplement HEP; some language usage skills and literature also added

Mathematics: three groups with some variation between groups; special attention to the slow second graders

Observation #14: Mathematics: the adopted text, Addison-Wesley; students homogeneously grouped by ability and moved in and out of groups as needed; teacher rotation

Observation #15: Both HEP and supplemental materials used for reading and language arts

Mathematics: Investigative School Math (ISM)

Observation #16: HEP: two large groups; for reading and language arts HEP was used

Mathematics: math materials were not designed for individualization; subject taught in an ability group situation

Random groupings formed for HEP, literature and social studies

3 on 2 Without HEP

Observation #17: Reading: Houghton-Mifflin Basal series

Ability groups established by K and 1 teacher recommendations

Observation #18: Language arts: scope and sequence series specified by Houghton-Mifflin

Use of behavioral objectives

Each teacher has own group of students

Each of the three groups is kept at the same level, classified by skills not grade; those who need help work in a smaller group

Observation #19: Reading: Houghton-Mifflin series

Observation #20: Language arts: Ginn series in reading, Laidlow for spelling

Mathematics: Addison-Wesley series

Observation #21: Reading: textbooks, language masters, tapes, film loops

Mathematics: only texts
TV seldom used; typewriter for teacher use only

Self-Contained With HEP

Observation #22: HEP normally used for reading and language arts, supplemented by spelling and grammar materials taught in a group situation

Mathematics: individualized program

Observation #23: HEP: basic HEP with various subgroupings

Mathematics: three to five groups; evaluation using textbook end-of-chapter texts; students encouraged to seek help from other students

Remaining courses: use of ETV, games, discussions, lectures

Observation #24: HEP: move to another room where HEP materials available; evaluate according to HEP; all HEP materials used

Mathematics: two ability groups; use different texts; flexible within groups

Remaining courses: science investigations; integrates art and science; use of films

Observation #26: Reading/language arts: Open Court series; begin with foundation program; later break into three reading groups by homogeneous ability

Mathematics: three arbitrarily formed groups; independent work within each group

Remaining courses: science experiments; social studies text oriented

Observation #27: Language arts: school adopted text omitting nonrelevant areas; teaching aids

Mathematics: Addison-Wesley series; students advance at own pace

Language arts: Ginn 360 series

Mathematics: homogeneous ability groupings

Observation #29: Language arts: SRA reading lab materials; four reading groups; spelling also by groups

Mathematics: textbook; student manipulative tasks (measuring, etc.)

III. How much time do you spend with each of the following groups per day? (entire class, class divided, small groups and individuals)

The 24 responses to the question by type of classroom were the following.

	Entire Class	Large Groups (About 30)	Small Groups 10 or less)	Individual
3 on 2 HEP (16 obs)			3	4
3 on 2 no-HEP (5 obs)			3	1
Self-contained HEP (3 obs)			1	1
Self-contained no HEP (4 obs)	3[a]		1	1[a]

[a] denotes equivalent time spent

3 on 2 With HEP

Observation #1: Large groups: 45 minutes
Individuals: 30-45 minutes
Small groups: remainder of day

Observation #2: Large groups: one-half hour

Rest of day with class divided into two groups (second and third grades) with teachers working with individuals and small groups with special needs

Observation #3: Large groups: one-sixth of instruction time
Small groups: two-thirds of instruction time
Individuals: one-sixth of instruction time

Observation #4: Entire class: 20 percent
Large groups: 30 percent
Small groups: 20 percent
Individuals: 30 percent

Observation #5: Entire class: very little time
Large groups: nearly all class activities begin this way; 65 percent
Small groups: none
Individuals: 30 percent (HEP)

Observation #6: Entire class: 5 percent
Large groups: 40 percent
Small groups: 25 percent
Individuals: 30 percent (HEP)

Observation #7: Entire class: 5 percent
Large groups: 60 percent
Small groups: none
Individuals: 33 percent (HEP)

Observation #8: Entire class: 15 percent
Large groups: 25-30 percent
Small groups: none
Individuals: 55-60 percent (HEP, Math)

Observation #9: Entire class: 15 percent
Large groups: 40 percent
Small groups: 10 percent
Individuals: 35 percent

Observation #12: The teacher could not comment on the amount of time spent with students; she stated that it varied for each student

Observation #13: Large groups: 30 minutes per day
Small groups: 3 1/2 hours per day
Individuals: 1 hour per day

Observation #14: Large groups: varies by day, approximately 1 hour
Small group instruction: 1 hour
Individuals: 60-70 minutes

Observation #15: Individuals: greatest proportion of teacher time
Small groups: second largest
Large group/whole class: remaining amount of time

Observation #16: Entire class: 20 percent
Large groups: 30 percent
Small groups: 25 percent
Individuas: 25 percent

3 on 2 Without HEP

Observation #17: Whole groups: 20-30 minutes
Small groups: 15-20 minutes
Individuals: 5 minutes with each individual

Observation #19: Entire class: 10-15 minutes per day
Small groups: 4-4 1/2 hours
Individuals: 1 hour

Observation #20: Large groups: 15-20 minutes per day
Small groups: 2 1/2 hours
Individuals: 30 minutes per student

Observation #21: Large groups: second largest time allotment
Small groups: most of teacher time
Individual/entire class: remainder of teacher time

Self-Contained With HEP

Observation #22: Individual students: greatest proportion of teacher time
Small group activities: second largest time allotment
Large group/whole class activities: remainder of time

Observation #23: Entire class: 20 percent
Small groups: 50 percent
Individual: 30 percent

Observation #26: Entire class: 40 percent
Large groups: 20 percent
Small groups: 30 percent

Observation #27: Entire class: balance of day
Individuals: 1 1/2 hours

Observation #28: Large groups: 2 hours
Small group: 1 hour
Individuals: 2 hours

Observation #29: Entire class: one-sixth of the day
Small groups: two-thirds of the day
Individuals: one-sixth of the day

IV. What kinds of discipline problems do you have and how are they handled?

Since only 10 responses were made, no conclusions are given.

3 on 2 With HEP

Observation #1:	The "logical consequence" philosophy applies to solving discipline problems.
Observation #2:	Teacher nearest to disturbance has conference with child involved
Observation #3:	Teachers talk privately with child who misbehaves
Observation #15:	Teacher felt that good control was very important; control function was evident in the class
Observation #21:	Teachers played the role of warden in handling discipline problems
Observation #22:	Rules are established at the beginning of the year; counseling was a way to deal with discipline problems

Self-Contained Without HEP

Observation #28:	The student council helps in preventing discipline problems; council brings students who misbehave before the whole class
Observation #29:	Discipline is maintained through rewarding good behavior

V. In what ways do the children help each other and hinder each other?

For those responding to student tutoring or help the information is displayed:

	Tutoring	No Tutoring	Only in HEP
3 on 2 HEP	6	2	5
3 on 2 Non-HEP	2	1	
Self-contained HEP	3		
self-contained Non-HEP	3	1	1

If you eliminate prescribed tutoring that occurs in the HEP project, there seems to be little difference between 3 on 2 and self-contained classrooms.

3 on 2 With HEP

Observation #1:	Peer tutoring is limited to HEP and mathematics

Observation #2:	Peer teaching not recommended
Observation #3:	Children rarely help each other except that which is required in HEP; teachers don't recommend it
Observation #4:	Children work together on HEP, literature; lots of social interaction
	Hindrance: slow students interrupted by those students who finish first
	"Top" students do not like continual tutoring in HEP
Observation #5:	Children work together during HEP
	Hindrance: Kids do not attend to task; some like to go ahead on own; not allowed to extra 20-minute session for slow students; confusion
Observation #6:	Students work together on HEP, science projects; limited in math
	Hindrance: social interaction; fooling around
Observation #7:	Work together on HEP
	Students interfering with others; good students dislike tutoring
Observation #8:	Work together on HEP, science
	Hindrance: easily distracted; boys interfere with girls
Observation #9:	Work together on HEP and art projects
Observation #12:	Students are used to aid new students' adjustment to the class and school; partner system
Observation #13:	Lots of students helping students in this class; teacher feels it helps reinforce learning
Observation #14:	Students are not used very much to help each other except for reinforcement; drill exercises
	Hindrance: Some students have trouble being tutored
Observation #15:	Peer tutoring
	Fights over limited materials; over who should put materials away; personality problems in the peer-tutoring situation

3 on 2 Without HEP

Observation #17: Students do help each other in word recognition skills; no tutoring

Observation #19: The students in the class do not help each other because there is not enough time

Observation #20: The students of the highest ability are often used to tutor the slower students

Observation #21: Some students helped each other with their class work

Self-Contained Class With HEP

Observation #22: Students engage in peer tutoring to help each other learn

Observation #23: Students work together on HEP, mathematics and project committees

Students as tutors hinder when they are distracted, particularly the poorer students

Observation #24: The students work together on HEP and science

Hindrance: Easily distracted; couple of bullies in classroom

Self-Contained Class Without HEP

Observation #26: Students work together on language arts; activities involving partners; science experiments; committee work in socials

Students hinder each other when there is no structure

Observation #27: Teacher did not believe in the use of tutors, but did use them occasionally

Observation #28: Children help each other in reading, mathematics and art on a volunteer basis; no formal tutoring of peers

Observation #29: Children consistently help each other

VI. How would you define the concept of individualization?

(Responses recorded are verbatim responses from teachers and are not always definitions, but sometimes descriptions of preferences or classroom conditions.)

Observation #1: Individualization in working with students is limited

Observation #2: There is limited individualization. A child does what he can, and advances to more complex tasks

Observation #3: As much time as is possible is spent with each child

Observation #4: Children working on their own accord, find one job and material; independence

Observation #5: Don't have much here

Observation #6: Each child working at his own pace, not necessarily different from other students

Observation #7: Allowing the individual child to proceed at his own pace, but could be grouped with pupils at similar level

Observation #8: Accept any child you get and go from there to their (the child's) full potential

Observation #9: Working with three or four students at one time (i.e., not one-to-one)

Observation #11: Not one-to-one, but making instruction appropriate for small groups

Observation #12: Meeting the child's need at his own level

Observation #13: Each child is different and learns at a different pace; instruction must be carried out on the child's level

Observation #14: Not one to one, but homogeneous groupings, meeting the needs of more than one student in a small group, then allowing the student to work at his own pace

Observation #15: Essentially a grouping process

3 on 2 Without HEP

Observation #17: Each child progressing at his/her own ability or learning rate

Observation #18: Finding the skill areas for the student and working there

Observation #19: Helping each child to become as productive as possible; to know own strengths

Observation #20: To bring the potential which the child has into a reality

Observation #21: Students were allowed to work at their own pace

Self-Contained With HEP

Observation #22: Does not mean letting students go on their own; means students are allowed to progress at their own rate; grouping students according to their needs and problems

Observation #23: Work at own rate of speed on a variety of projects

Observation #24: Child working at own speed

Self-Contained Without HEP

Observation #26: Not just one person, but two or three who need the same help

Observation #27: Taking the child where he is, but trying to group students when weaknesses occur

Observation #28: Individualized instruction occurs about 40 percent of the school day

VII. Are the pupils involved in decision making? To what extent?

The responses fell into the following categories:

	Many	Some	Few	None	HEP only
3 on 2 HEP	1	4	1	1	7
3 on 2 Non-HEP		1	1	2	
self-contained HEP		1			1
self-contained Non-HEP	1	3			

Again, with the exception of decision making prescribed by the HEP project, there seems to be little difference between HEP and non-HEP classrooms, 3 on 2 and self-contained classrooms.

3 on 2 With HEP

Observation #1: Few choices open to students; on days when there is a science film, students may elect to read

Observation #2: Encouraged, with balance; usually limited to that which is required by HEP

Observation #3: Allow students to make decisions about their school work, as much as possible; students can select their own topic for study

Observation #4: HEP tasks and plans; some pupil involvement in arts

Observation #5: Only during HEP

Observation #6: Only during HEP

Observation #7: For HEP planning, and to a lesser extent their own self-monitoring in HEP

Observation #8: HEP planning sessions (grade three students evaluate grade two's)

Observation #9: HEP planning; all other decision made by team of teachers

Observation #11: Planning, class roles, punishment; activities to work on in HEP

Observation #12: Teacher could not think of any examples of student decision making

Observation #13: Planning HEP activities; disciplinary actions, free time activities

Observation #14: HEP activities, and social studies involving a project

Observation #15: Little, except where built into HEP

3 on 2 Without HEP

Observation #17: Students made decisions: elected officers, discipline; none mentioned in academic area

Observation #18: No decisions made by students

Observation #20: All major decisions made by teachers; students decided on crafts and designs

Observation #21: No choice with respect to instructional alternatives

Self-Contained With HEP

Observation #22: During HEP

Observation #23: HEP planning; timetable; project committees; monitors; class roles; PE (what games to play)

Observation #24: HEP, some in math

Self-Contained Without HEP

Observation #26: Interest periods; art projects; science experiments; research from among alternative topics in social studies

Observation #27: Students plan work day and then work at their own pace

Observation #28: After assignments are completed children can choose how they spend their time

Observation #29: Some options; certain basic things required

VIII. What is your relationship to your students?

The responses to this question were grouped according to formal and informal. When answers tended toward authoritarian they were ranked as formal, when they described an open or relaxed relationship they were ranked as informal.

	Formal	Informal
3 on 2 HEP	6	5
3 on 2 Non-HEP	1	1
self-contained HEP	2	1
self-contained Non-HEP		3

Once again, there are no differences between HEP, non-HEP, self-contained and 3 on 2.

3 on 2 With HEP

Observation #1: Relationship between teachers and students generally formal

Observation #2: Generally formal; good rapport

Observation #3: Formal

Observation #4: Depends on youngster; flexibility

Observation #5: Traditional teacher-pupil; students know "who is boss"

Observation #6: Open; children see and talk to all three teachers

Observation #7: Teachers are authority, students are obeyers

Observation #8: "Lion's den"; a lot of teacher authority, but with "loving kindness"

Observation #9: Friendly; pupils find teachers easy to talk to; not authoritarian, but have control

Observation #13: Teacher felt that she had a good relaxed relationship with her class

Observation #16: Students tended to treat the teachers as peers, but did not use first names in the school

3 on 2 Without HEP

Observation #17: Appeared comfortable; teachers used tables and study cubes rather than desks; students did call teachers by last name

Observation #21: Important to control class; highly formal

Self-Contained With HEP

Observation #22: Teacher role throughout progressed from strict disciplinarian to less rigid and formal

Observation #23: Teacher authority figure, but not feared

Observation #24: Teachers viewed as teachers, impartial friends

Self-Contained With HEP

Observation #26: Students see teacher as teacher and friend

Observation #28: Friendly and affectionate relationship

Observation #29: Relaxed and informal; however, teacher has full control of the class; good rapport with each child

IX. Do you have contact with parents? What is the nature of the contact?

Answers to this question were unique to every situation and did not lend themselves to display. A review of the answers does not indicate any real differences between the four groups.

3 on 2 With HEP

Observation #1: Limited to formal sessions with parents and teachers

Observation #2: Three conferences per month with parents

Observation #3: Try to work closely with parents; meet at beginning of year and two formal conferences during the year; two written reports

No more than one or two calls or visits by parents during any week

Observation #4: About two visits per month, generally initiated by teachers

Observation #5: Initiated by teacher; one at beginning of year, one at end

Observation #6: Most initiated by teachers

Observation #7: To date, 15 letters sent home with 11 responses; two or three parents have come in on their own

Observation #8: Two members of team know families well, older brothers and sisters

Observation #9: Nothing extra beyond that found in self-contained class

3 on 2 Without HEP

Observation #17: Parent conferences held once a year

Topics both academic and personal counseling concerning the students

Self-Contained With HEP

Observation #23: Teacher felt little difference between self-contained class and 3 on 2

Observation #24: Calls parents when there are discipline problems or a pupil's progress is not satisfactory

Self-Contained Without HEP

Observation #26: Not too often; nothing really extra beyond regular reporting

Observation #28: Parents are invited to feel free to come by or call, and they do frequently

Observation #29: Teacher works closely with parents; they are sent a letter every two weeks regarding the progress of their son or daughter

X. Tell me about your team (e.g., team meetings, leader, how long together, relationship between members).

3 on 2 With HEP

Observation #1: Team together for 3 years

No designated team leader

Members meet after school

Rotate responsibilities for HEP

Observation #2:	Team takes turn at leadership
	Members meet informally every day after classes
	Rotate chairmanship every 2 years
Observation #3:	Get together every day at lunch and other times if necessary
	Annual rotation of chairperson; teacher in charge rotated daily
Observation #4:	Second year as a team
	Leader rotated yearly
	Formal meetings on Wednesday afternoon; informal at lunch and after school
	Relationship: Each teaches in areas of special interest
Observation #5:	Fourth year together
	Team leader rotated each year
	No formal meetings; informal at lunch and after shool
	Relationship: Really have 3 self-contained within a 3 on 2 setting
Observation #6:	New team
	No formal leader
	Formal meetings every afternoon after school, informal meetings at lunch, recess
	Relationship: Give and take; no one more important than the others
Observation #7:	Experience: eighth year as a team
	Leader: no formal
	Formal meetings: none now, in beginning, yes
	Relationship among teachers: good, compatibility listed as a criterion, "give and take"

Observation #8: Experience: two teachers together for a long time, third has had experience with 3 on 2

Team leader: yes, also grade level chairwoman

Formal meetings at the call of any of six teachers; informal over lunch

Relationship: strained

Observation #9: Experience: third year as team

Team leader: none

Formal meetings: none, informal after school

Relationship among teachers: easygoing

Observation #10: Team meets at lunch

Observation #11: Team meets informally every afternoon

Observation #13: Team meets informally occasionally

Observation #14: Team together for 8 years

Meet once a year to organize their yearly activities; as needs arise they meet after school

Relationship: good

Observation #16: Two teachers on team for 5 years; third joined the team 3 years ago

Regular meetings on Wednesdays

No formal leader, but coordinators on a rotating basis

Relationship: Get along fairly well; some differences in style and philosophy that are dealt with openly

3 on 2 Without HEP

Observation #17: No formal meetings; plan once a week

Team has been together for 7 years

No team leader mentioned

Observation #18: No leader

Informal meetings to plan content areas

Observation #20: Team leader chosen each year

Informal meetings in late afternoon

Observation #21: Team in fourth year

No formal schedule for meetings; ongoing discussions

Team members have different styles, but no conflicts

XI. Final comments.

3 on 2 With HEP

Observation #3: Teacher would not mind a self-contained class, although she enjoys her team; does not know in which type of classroom students learn best

Observation #11: Teacher liked the 3 on 2 because the student was not stereotyped; most rewarding: students are not kept at a level with others, but able to move at own pace

Observation #12: Concern over 3 on 2 and HEP seen as same thing by parents

Students who have a personality conflict with one teacher can be handled better when there is another teacher in the room

Observation #13: More 3 on 2 teams were needed, but the teams were only as good as the teachers

Observation #14: Child needs to be self-directed to function well in 3 on 2

Recommended vertical distribution of children (1 and 1, 2 and 2, 3 and 3) not horizontal (K and 1, 1 and 2, 2 and 3); felt that grouping slow third graders with second graders is not good

Observation #15: Advantage to be able to teach their strengths; not overburdened; would like to stay in the 3 on 2

Disadvantage of 3 on 2 is that it tended to contribute to personality problems among team members

Observation #16: Class not using HEP

Class differed very little from a self-contained class

One teacher: "I would prefer 3 on 2, but if it was given 20-25 children, I would teach in a self-contained class."

3 on 2 Without HEP

Observation #17: In 3 on 2 teachers learn more, students get a better chance to progress at own pace, more individualization

Observation #20: Ability to work together openly as a team contributes to success

Self-Contained With HEP

Observation #22: Teacher had been in 3 on 2, but felt she was able to get to know the students better in the self-contained class

More freedom to change in self-contained class

Students in 3 on 2 tend to play one teacher against another

Observation #23: 3 on 2 is good for HEP (this is a former 3 on 2 teacher); children had choice among three teachers

More "free" time in 3 on 2

Observation #24: Too many children, cannot establish personal relationships in 3 on 2

More flexibility in self-contained; self-contained better for involving children in attendance, lunch money, etc.

Self-Contained Without HEP

Observation #25: Initiated teaming relationship with next-door teacher, on own

Observation #26: 3 on 2 provides a better pupil/teacher ratio, but control is more difficult

Two of her students transferred from 3 on 2 at request of parents

Observation #27: Teacher wondered why self-contained classes were never evaluated, that the self-contained classroom teachers felt left out of the educational decisions made in Hawaii

Problem students in 3 on 2 classes sent to the self-contained classes, which doesn't help the self-contained classroom teacher

3 on 2 is a good concept, but implementation poor

Observation #28: There is a lot of teaming among three self-contained classroom teachers; they get together three times per week for planning

Report by Dr. Michael Patton: Observations and Findings[18]

This report is based on three kinds of data: (1) interviews with teachers, (2) interviews with students, and (3) classroom observations. Two data recording/data reduction mechanisms were used: (1) written recording of interview responses and observed classroom activity and (2) quantitative ratings of classrooms on five descriptive dimensions: diversification, individualization, decentralization, peer interaction, and team teaching. These dimensions are nominally and operationally defined in Appendix M.

For purposes of parsimony in presenting the data two essential components are the focus of this analysis. First is the team teaching component. The question here is: To what extent do teachers in 3 on 2 classrooms actually operate as a team (i.e., share students, space, resources, ideas, responsibilities, and planning)?

The second component concerns implementation effects with regard to classroom organization and structure. Based on past research (Patton, 1973), it is possible to collapse the separate dimensions of classroom structure directly relevant to 3 on 2 (individualization, diversification, peer interaction, and decentralization) into a single overall, global rating of "overall individualization."

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[18] It should be stressed that this section, which was written by Dr. Patton, refers only to the observations he conducted personally and not to the additional observations conducted by members of the Adversary Team in which they used his observational system.

Based upon written DOE guidelines it seems fair to state that 3 on 2 is expected to have the following implementation effects: (1) increase the variety of resources used in teaching (diversification); (2) increase the degree to which individual student differences are addressed and individual student needs met through flexible groupings of students and flexible scheduling of variable groups, as well as greater direct student-teacher interaction; (3) increase peer teaching, student interaction across grade and ability levels and students helping each other; and (4) increase student input into their learning through opportunities for students to make choices and work independently.

For the sake of simplicity and in conjunction with what appears to be DOE language usage, I shall refer to the global additive summary of classroom organization/structure as the degree of "overall individualization." This is obtained by simply adding the separate dimension ratings for each classroom on diversification, individualization, peer interaction, and decentralization. The question here is: To what extent do 3 on 2 classrooms show implementation effects of high, medium, or low "overall individualization"?

Overview of the Data. All classrooms visited were second and grade classrooms except the self-contained which were both third grades. Site visits occurred during four days between October 18 and October 21.

Overall Individualization. Table 52 shows how the 14 classrooms visited fall along the continuum of overall individualization (computed by adding ratings on four classroom structure dimensions--diversification,

TABLE 52

Overall Individualization Ratings
Based Upon Dr. Patton's Observations

Type of Classroom	Number of Classrooms Rated High (16+ on scales)	Number of Classrooms Rated Medium (10-15 on scales)	Number of Classrooms Rated Low (below 10 on scales)
3 on 2 HEP	2	4	
3 on 2 Non-HEP	1	1	2
Modified 3 on 2 HEP		2	
Self-contained HEP			
Total	3	9	2

individualization, decentralization, and peer interaction).

The data show the classrooms falling roughly along a normal curve with regard to the criteria of overall individualization. Three classrooms exhibited a relatively high degree of individualization; nine exhibited a moderate degree of overall individualization; and two were rated relatively low on overall individualization. My experience with other programs aimed at increasing individualization suggests that this is a typical pattern of classroom distribution in implementaion of such programs.

The comparison of the four 3 on 2 non-HEP classrooms with the six 3 on 2 HEP classrooms shows a tendency for HEP classrooms to be more individualized. The sample size is clearly too small and there are far too many uncontrolled variables to permit conclusions to be drawn from this comparison. The data here simply suggest that HEP may be a factor helping to explain variations in degree of individualization.

It may be helpful to describe the differences in classrooms at various points along the scale. The three classrooms rated high on individualization shared several characteristics. Classroom space was organized by interest centers or learning centers (e.g., math center, listening center, art center, science center, etc.). Class time was organized so that throughout the day some students were working in different centers on different things at the same time. Other students might be doing math and/or HEP. Students work alone, in pairs, and in small groups. Displays of student work showed variations in content, subject, and style. Students were highly mobile, moving to different parts of the classroom in search of resources, peers, or teachers. Children conversed freely as they worked. The classrooms were rich with materials of many kinds--and there was evidence from direct observations, teacher comments, and student comments that these diverse materials and resources were used in various subjects--math, language arts, science, and social studies. Teachers had designed a system for permitting (indeed, requiring) students to work relatively independently without losing track of what students were doing. This classroom managementsystem varied in each of the three classrooms. The common characteristic was that teachers had devised a system whereby students could do a variety of different things, exercise choice among concrete options, and teachers could stay in touch with student activities, progress, and interests. These classrooms were bussing with purposeful activity. Students appeared to be actively involved in what they were doing.

By contrast, the low end of the continuum is represented by two classrooms which were relatively barren in terms of resources and materials. The outer walls were lined with books and workbooks. The floor space was one large chamber void of dividers and small, self-contained areas where students might work without distraction from the total classroom; no learning centers; indeed, nothing but chairs, desks, and an occasional bookcase. Students were organized by relatively fixed "ability" groupings. These groupings were the major mechanism for interaction with teachers. All students within a grouping were doing the same thing at the same time. Peer interaction was relatively subdued; what did exist was more social than instrumental. Student work exhibited a uniform quality--all art projects were the same; all stories were copied on the same topic. Little evidence of alternatives for students, even those who finished their book work early. Teachers managed the classroom and students by limiting the range of activities to those based on the fixed ability groupings. These groupings overlapped almost entirely with grade level. Art, music, social studies, and science took place one or two hours a week with the whole class doing these things at once.

The middle level classrooms tended to be combinations of these two extremes. Frequently the day was divided into periods of high individualization (especially HEP) and periods of high standardization (especially math). There was often evidence of a variety of available resources, but these resources were used in a specialized fashion, not well integrated into the totality of classroom activities. Likewise there were periods of high peer interaction and heterogeneous student groupings (again, especially during HEP) and other periods of very limited peer interaction. These middle level classrooms tended to rely more on larger group instruction and more division by grade level. Student choices were relatively limited. Individualization was based largely on students assigning various students to different work activities but few opportunities existed for students to choose activities on their own. Displays of student work tended to show basically uniform patterns but occasionally there were substantial deviations from these patterns. These classrooms had something of an uneven quality about them, very marked transitions from one period to another because of marked variations in the degree of individualization throughout the day. None of these classrooms had learning centers.

The variation in degree of individualization among classrooms along the normal curve described in Table 52 appears to be due partially to teacher uncertainty about where they "should be" on this continuum. Teacher interviews revealed substantial lack of clarity about how 3 on 2 classrooms were supposed to be organized. Several teachers reported that HEP was the only mechanism and model for individualization that they have. Inservice training appears to have been minimal. Administraive guidelines provide little concrete guidance at the level of practical classroom activity. Teachers consistently reported that their present styles of classroom organization were based largely on trial-and-error evolutions over time. Given such uneven perceptions of what 3 on 2 means in terms of classroom organization it is not surprising that variations in the classroom structure for this sample exhibit a normal distribution.

Team Teaching. Table 53 shows how the fourteen classrooms fall along the continuum of team teaching.

TABLE 53

Team Teaching Ratings
Based Upon Dr. Patton's Observations

Type of Classroom	Number of Classrooms Rated High (5 or 6 on scale)	Number of Classrooms Rated Medium (3 or 4 on scale)	Number of Classrooms Rated Low (1 or 2 on scale)
3 on 2 HEP	3	2	1
3 on 2 Non-HEP	1	1	2
Modified 3 on 2 HEP		2	
Self-contained HEP	Not Applicable	Not Applicable	Not Applicable
Total	4	4	3

The description of the meaning of the points on the rating scale are in Appendix M. Essentially, a high degree of team teaching means that students identify relatively equally with all teachers; all teachers have some responsibility for all students; teachers share the entire classroom space; high degree of teaming sharing, planning, cooperation, and interaction; and teachers value each person's contribution.

A low team teaching rating indicates coordination of lesson plans but for all other intents and purposes each teacher operates a relatively self-contained classroom at any point in time.

Based on my experience in other programs of this kind, i.e., team teaching programs on the mainland, I thought that the 3 on 2 classrooms exhibited a higher than usual degree of real teaming. Team teaching has not been very highly implemented on the mainland, despite rhetoric to the contrary.

Interrelationships. Table 54 shows the relationship between variations in degrees of individualization and variations in team teaching.

TABLE 54

The Relationship Between Team Teaching
and Overall Individualization
Based Upon Dr. Patton's Observations

	Overall Individualization		
Team Teaching	High	Medium	Low
High	3	1	
Medium		4	
Low		2	2

There is a marked relationship between the degree of individualization and the degree of teaming. Moreover, both classrooms in the medium individualization/low teaming cell had overall individualization scores of 10 which represents the lowest score in the medium individualization category, i.e., these classrooms are essentially also low individualization, low teaming classrooms. Likewise the medium individualization/high teaming classroom is a classroom at the upper limit in the medium individualization category. In short, the data indicate a high correlational relationship between teaming and individualization.

X. Bibliography of 3 on 2 Program Documents

Purpose

The following bibliography represents the compilation of archival information surrounding the 3 on 2 Program. A substantial amount of time and effort has been expended in the collection and review of the documents listed below. The rationale for producing this annotated bibliography is twofold: (1) to serve as a record of the materials investigated in search of complete information about the history of the 3 on 2 Program, and (2) to provide NWREL evaluation staff with a mechanism for checking with those most familiar with the 3 on 2 Program about the comprehensiveness of the collection effort to date.

Organization

The bibliography is organized chronologically within categories:

A. Legislative Reports

B. 3 on 2 Program Documents

C. Correspondence (including memos, BOE minutes, etc.)

Accordingly, bibliographic format will change with the type of document being reviewed. An attempt was made to provide nonevaluative concise annotations of less than 50 words. In certain instances an annotation became more of a precis.

Also, whenever dates were not complete the less specific dates were listed last. For example:

February 6, 1972
February 1972
1972

Annotated Bibliography

A. Legislative Reports

1. 1968

Conference Committee Report #3. Hawaii State Legislature, pages 9 and 10.

This report shows the committee noting the high priority of primary education in subsequent educational endeavors and chronicles a commitment on the part of legislators to fund a new concept in early years of schooling. Report #3 also lists goals of the 3 on 2 Program, statewide implementation plans and shows general agreement with the educational philosophy of the program.

2. 1969

Conference Committee Report #23. Hawaii State Legislature, page 9.

Basically, this report shows that the committee condones the goals of the 3 on 2 Program as educationally sound practice and commits funds to proceed with program implementation. A caveat about finding the necessary teachers and concomitant resources for full implementation is included.

3. 1970

Conference Committee Report #20. Hawaii State Legislature, pages 4 and 5.

This report demonstrates the Committee again recognizing the importance of early childhood education (especially through individualization). Progress towards feasibility of total implementation of the 3 on 2 Program is noted and approved. Also six problems with the 3 on 2 Program are mentioned along with suggestions for improvement.

4. 1971

Conference Committee Report #1. Hawaii State Legislature, pages 22 and 23.

This report shows continued committee endorsement of the 3 on 2 program (again mentioning individualized education). Initial evaluation findings of positive academic growth for 3 on 2 pupils is noted. Teacher incompatibility problems surface and the committee suggests this be dealt with at the school level. Continued expansion of the program is supported.

5. 1972

a. Senate Committee on Education (Stanley I. Hara, Chairman) correspondence to Department of Education (Shiro Amioka, Superintendent). February 8, 1972, pages 1 and 2.

Mr. Hara requests DOE testimony before the Senate Education Committee regarding the 3 on 2 Program. Specifically, his correspondence requests information on modified 3 on 2, completion of program implementation (K through 3) and the validity of the recent evaluation study.

b. Department of Education testimony to House Education Committee on 3 on 2 Program, March 20, 1972, pages 1 to 13.

Goals of the 3 on 2 Program and evaluation findings about the goals are presented (from data collected in Fall, 1970). Major problems and proposed solutions follow; a multiyear financial report and summaries of major program issues are included.

c. House Resolution No. 279. Hawaii State Legislature, April 3, 1972, pages 1 and 2.

This House Resolution formally requests an evauation of the 3 on 2 program. Specific rationale for this request are listed including superior math test scores in favor of self-contained classes and inadequacy of the previous evaluation design (source: Three on Two Evaluation 1968-1970)

d. House Resolution No. 218. Hawaii State Legislature, April 11, 1972, pages 1 and 2.

This House Resolution formally requests that DOE provide horizontal in addition to vertical grouping strategies for 3 on 2 Program classes. The basis for this request is information contained in Three on Two Evaluation 1968-1970.

e. Hawaii Legislature Report. Supplemental Display Program Plan Details, 1972, pages 1 to 12.

Program objectives and activities are presented along with summaries of the status and major issues of the 3 on 2 Program. An examination of modified 3 on 2 as an alternative to 3 on 2 is included as well as extensive budgetary projections.

5. 1973

a. Testimony on 3 on 2 (by Shiro Amioka, Superintendent). Description, Objectives, Current Data, and Evaluation. Department of Education, January 31, 1973, pages 1 to 8.

A reiteration of program goals and activities is included. Data (largely enrollment) in response to requests by the

House Education Committee is reported. Also, highlights from the 1972-73 evaluation report are given.

b. Conference Committee Report #3. Hawaii State Legislature, pages 5 and 6.

The 1972 DOE evaluation findings are cited in questions regarding the efficacy of the 3 on 2 Program in achieving program goals. The number of 3 on 2 teams is reduced by 65 to 520. A request for "valid modified 3 on 2 experiment" to check out less expensive alternatives is also included.

c. Response to Conference Committee Report #3. Department of Education, December 6, 1973, pages 1 and 2.

In response to Conference Committee Report #3 the DOE is mounting a modified 3 on 2 evaluation with regular 3 on 2 controlling for HEP. The 3 on 2 Administrative Guide and Implementation Handbook is newly revised and inservice sessions are being conducted (on a voluntary basis). Also, the number of 3 on 2 teams is reduced by 100 to 485 and modified 3 on 2 teams are reduced by 20 to 45.

6. 1974

Legislative Auditors' Report. Chapter 15—Program Design, pages 149-159, 171-175, 185-190, 208-210. Release date of this document is in question. Date of publication February, 1973. A comprehensive, critical examination of the 3 on 2 Program since its inception; this review cites numerous fugitive documents. The auditor's report focuses largely on DOE implementation and evaluation strategies.

B. Program Documents

1. 1968

a. Oda, Margaret Y. The 3 on 2 Program. Hawaii Department of Education (DOE). July 25, 1968, pages 1 to 5.

This overview of the 3 on 2 Program provides a program description, lists goals and objectives of 3 on 2 and discusses implementation and evaluation plans.

b. ________________. 3 on 2 Program Administration Guide and Implementation Handbook. DOE Office of Instructional Services. August, 1968, pages 1 to 28.

This handbook, essentially developed for teachers and principals in the 3 on 2 Program, outlines the highlights of the program and provides suggestions for successful implementation. The handbook is divided into two main suggestions: Part 1—Guidelines, and Part 2—Implementation of the Program. An example of the 3 on 2 "process" is given along with a bibliography.

c. ________________. Program Design 3 on 2. DOE Office of Instructional Services. 1968, pages 1 to 7.

This document provides information about the rationale for the 3 on 2 Program, describes the program goals, objectives, and activities and suggests a plan for evaluation. Some of the information contained herein duplicates the Oda document (see 1.a above).

2. 1969

a. ________________. 3 on 2 Program Administrative Guide and Implementation Handbook, Revised August, 1969. DOE Office of Instructional Services. August, 1969, pages 1 to 44.

This document duplicates much of the information contained in the 1968 version but is more detailed. The handbook is again divided into two main sections: Part I—Administrative Guidelines and Part II—Implementation Guidelines and Suggestions. Additional exhibits provide indepth information for teachers on such concepts as individual differences, individualizing instruction, counseling, etc.

b. ________________. Packet on Reporting Pupil Progress. DOE Honolulu. Revised August, 1969, pages 1 to 35.

This document contains guides for the evaluation of student progress. Sample forms are included with special emphasis on obtaining parent input.

c. ________________. An Evaluation Handbook for the Educational Assistant Program. DOE Office of Instructional Services. September, 1969, pages 1 to 54.

This handbook focuses on activities of educational assistants (classroom aides). Although not specifically designed for modified 3 on 2 aides, this handbook coincides nicely with a wide variety of possible aide activities. A number of evaluation checklists are included.

d. ________________. Progress Report 1968-1969. 3 on 2 Program. DOE Office of Instructional Services. November, 1969, pages 1 to 115.

An evaluation report of the first year of the 3 on 2 Program, this study includes information from many interviews, questionnaires and open-ended comments.

3. 1970

a. ________________. 3 on 2 Progress Report. DOE Office of Instructional Services. January, 1970, pages 1 to 42.

This study serves as a sequel to the Progress Report 1968-1969 in which "attitudinal" data were collected. This progress report includes data collected on program objectives through questionnaires.

b. ________________. 3 on 2 Program Administrative Guide and Implementation Handbook. DOE Office of Instructional Services. Revised August, 1970, pages 1 to 44.

This document bears close resemblance to the 1969 version with similar contents and level of specificity; few differences were encountered.

c. ________________. Three on Two Program. Parents Booklet. DOE. Revised, 1970, pages 1 to 6.

This booklet introduces parents to the working precepts of the 3 on 2 program. Student grouping and interaction strategies are featured.

4. 1971

a. ____________________. Three on Two Evaluation 1968-1970. DOE Office of Instructional Services. January, 1971, pages 1 to 93.

This evaluation report provides information on data collected over a 2-year period including questionnaire and interview data reported earlier. Also, test data from the CAT, STEP, and SCAMIN are reported.

b. ____________________. The Modified 3 on 2 vs. the 3 on 2 Program. DOE Office of Instructional Services. November, 1971, pages 1 to 65.

This report was designed to provide comparative data on the cost effectiveness of modified 3 on 2 in relation to the 3 on 2 program. Actually, the comparison centered on student outcome data. Results favored regular 3 on 2 in kindergarten and first grade and first and second grade settings and modified 3 on 2 in second and third grade combinations.

5. 1972

____________________. Teacher's Guide to Individualized Education. DOE Office of Instructional Services. April, 1972, pages 1 to 84.

This document focuses on individualizing instruction for all types of classrooms, not specifically 3 on 2 classes. However, This guide would have utility for 3 on 2 teachers.

6. __________________. 3 on 2 Administrative Guide and Implementation Handbook. DOE Office of Instructional Services. July, 1972, pages 1 to 60.

The third revision of this guide is reorganized to feature aspects of curriculum, evaluation, and inservice training as related to the 3 on 2 Program. Revised appendixes offer checklists for evaluating aides' performance and monitoring classroom processes as well as basics of counseling and educational objectives.

7. 1974

a. Okinaga, G. Sample Format for Analyzing Evaluation Findings. January 28, 1974, page 1.

This 1-page format provides for simple interpretations of the 1972-1973 3 on 2 Evaluation Report based on a draft report of the legislature.

b. Oda, Margaret Y. (Untitled document) February 8, 1974, pages 1-10.

This document attempts to establish rationale against a premature dismantling of the 3 on 2 Program. Also, evaluation data from 1968-1972 are contrasted to data collected in 1972 across a number of program objectives.

c. __________________. 3 on 2 Evaluation 1972-73. DOE Office of Instructional Services. March, 1974, pages 1 to 167.

This evaluation study provides data on academic achievement from data collected in Fall, 1972. The SCAT and STEP tests (reading and math) were administered concurrently and the

SCAT measures were used as covariants on the analyses stage. No significant differences were found. Attitudinal data from parent and teacher questionnaire data were included in the report. A spring evaluation (1973) was also reported in the document. Two program issues--extent of 3 on 2 implementation and the HEP variable--were examined. Teaming and individualisation as well as outcomes were assessed.

d. ________________. 3 on 2 Program Report of Evaluation Findings, 1968-1972. March 14, 1974.

This document attempts to chronicle evaluation findings from the beginning of the 3 on 2 Program. Information about the program, its rationale, implementation strategies, summary evaluation findings and conclusions is presented. Statewide coverage of 3 on 2 over 6 academic years is reported.

e. ________________. Tentative Plans for 3 on 2 and Some Alternatives to 3 on 2 for 1975-77. June 27, 1974, pages 1 to 3.

This document describes recommendations of the superintendent, summary evaluation findings (1969-1973), and alternatives for budgetary decision making.

f. ________________. The Evaluation of Three Organizational Patterns: Modified 3 on 2, 3 on 2 and Self-Contained Classes 1973-1974. DOE Office of Instructional Services. December, 1974, pages 1 to 291.

This evaluation compares three organizational patterns on objectives common to the 3 on 2 Program variants. The HEP program is included in the study as a compounding element. No one organizational pattern proved to be superior. A condensed version is available covering summary pages 145 to 166.

g. __________________. Information on 3 on 2. DOE Office of Instructional Services. December, 1974, pages 1 to 7. This document provides an overview of the 3 on 2 Program including a description of the program, rationale, implementation strategies, objectives, statewide coverage (over seven years), and problem identification. This report was developed as a Board of Education orientation presentation.

h. Oda. Margaret Y. Review of the Evaluation of Three Organizational Patterns 3 on 2, Modified, and Self-Contained 1973-1974. Pages 1 to 5. Instrumentation and data analysis are questioned in this rebuttal of the 1973-74 evaluation findings. Another evaluation study is recommended in view of the limitations of the present study. Suggestions for a more "diagnostic" evaluation are included.

8. 1975

a. __________________. 3 on 2 Program Improvement Procedures. DOE Office of Instructional Services. April, 1975, pages 1 to 14.

The improvement procedures manual lists strategies for principals and teachers to improve the quality of the 3 on 2 program at the school and classroom levels: team reorganizations, class minimum, the 3 on 2 resource teacher and inservice training (for teachers and aides) are covered in the manual.

b. Johnson, Ronald L. (Untitled Document) 1975, pages 1 to 3. This essay establishes the need for an evaluation of the 3 on 2 Program. Evaluation questions are posed and alternatives to the 3 on 2 program are listed.

C. Correspondence

1. 1972

a. Memorandum. To: Mrs. Margaret Oda. From: Genny Okinaga. Subject: 3 on 2 Program Evaluation Design. April 24, 1972.

This memo suggests that because 3 on 2 is an organizational rather than a curricular program, traditional program evaluation techniques may be inappropriate. Also, pupil achievement shouldn't necessarily be tied to program success or failure.

b. Memorandum. To: All DOE staff in Elementary Education (Assistant Superintendent to Teachers). From: Teichiro Hirata, Deputy Superintendent. Subject: Publication: A Curriculum Guide for Early Childhood Education Ages 3-8. December 18, 1972.

This memo describes the distribution plan and purpose for the above mentioned curriculum guide. This guide is to be used for all organizational patterns in primary education.

2. 1973

a. Memorandum. To: Dr. Ige. From: B. Kim (now Barbara Yamashita). Subject: Updating of 3 on 2 Program Plan, March 12, 1973.

   This memo calls for strengthening of the 3 on 2 Program through inservice training, monitoring, and evaluation. A full-time program director is requested to implement these strategies and administer the program statewide.

b. Memorandum. To: Dr. Phillip Ige, Assistant Superintendent. OIS. From: Shiro Amioka, Supt. Subject: New Guidelines and Criteria for 3 on 2 Classes, May 9, 1973.

   Two changes in the 3 on 2 Program are required due to contracted obligation of the DOE. (a) 3 on 2 teachers are not to be used "to generate preparation time or duty-free lunch periods," and (b) class size is reduced to 26.15 students per class.

c. Board of Education Minutes. May 17, 1973.

   A motion is made and seconded to dismantle the 3 on 2 Program because of program ineffectiveness and budgetary constraints. Opposition was raised and the motion was tabled (6 to 5).

d. Board of Education Minutes. July 19, 1973.

   A motion is made and seconded to "dismantle" the 3 on 2 Program to provide funds for HEP, a higher priority program. No resolution is provided.

3. 1974

a. Memorandum. To: Teichiro Hirata, Acting Superintendent. From: Phillip K. Ige, Assistant Superintendent. Subject: Progress Report on Deviations, 3 on 2 and Modified 3 on 2. January 24, 1974.

Contracted obligation calls for 3 on 2 and modified 3 on 2 classes to have no more than 52 students unless the superintendent is notified and approval granted. An attachment to the memo lists all class size deviations in the state.

b. Board of Education Critique of 3 on 2 Evaluation Presentation. January 24, 1974.

This document lists BOE members' questions of the 3 on 2 evaluation presentation. Subsequent meetings (1/29/74 and 1/31/74) show discussions of content for a report to the legislature on the aims and status of the 3 on 2 Program.

c. Memorandum. To: Shuk Fon Yuen and Bettie Nakagua. From: Genevieve T. Okinaga. Subject: 3 on 2 Legislative Report, February 6, 1974.

This memo notes possible staffing plans for developing the Legislative Report on 3 on 2. Pros and cons of the program as well as feasible alternatives for obtaining individualized education and teaming are solicited.

d. Memorandum. To: Barbara Yamashita. From: Genevieve T. Okinaga. Subject: 3 on 2 Program. May 20, 1974.

A call is made for investigating the appropriateness of the 3 on 2 Program for the kindergarten level.

e. Memorandum. To: Margaret Y. Oda, Director, General Education Branch OIS. From: Ronald L. Johnson, Administrator, Evaluation Section. Subject: Response to the 1974 Joint Interim Report's Concerns About the 3 on 2. May 23, 1974.

This memo responds to three evaluation strategies suggested at an interim report meeting. The methods suggested were: (a) carry-over effects of 3 on 2, (b) parental reactions to 3 on 2, and (c) expectation of a valid reliable evaluation of the modified 3 on 2. More explicit rationale were solicited for the above three methods.

f. Memorandum. To: Phillip K. Ige. From: Margaret Oda. Subject: Review of the 3 on 2 Evaluation Report. August 26, 1974.

This memo offers for consideration various faults with the recently released evaluation study. General comments, technical comments, minor comments and a summary are provided. (3 pages)

4. 1975

a. Memorandum. To: All Elementary Principals. From: Francis M. Hatanaka, District Superintendent, Honolulu. Subject: Feedback on 3 on 2, Remedial Reading, Health Aide Programs. February 13, 1975.

This memo, in effect a questionnaire, requests principals' input on advisability of maintaining the 3 on 2 Program or selecting new programs. Health aides and remedial reading are two alternative programs under consideration.

b. Memorandum. To: Teichiro Hirata, Superintendent. From: Phillip K. Ige, Assistant Superintendent. OIS. Subject: Comments Concerning the Superintendent's Report on the 3 on 2 Evaluation. February 18, 1975.

This memo is a point-by-point rejoinder to the Superintendent's Report on the 3 on 2 Evaluation. A summary responses focusing on the utility of a 3 on 2 evaluation is included.

c. Memorandum. To: Richard Ando, Chairman BOE and BOE members. From: Teichiro Hirata, Superintendent. Subject: Superintendent's Report on the 3 on 2 Evaluation. February 20, 1975.

In summary fashion (for the BOE) the superintendent provides the rationale for 3 on 2, a review of the 3 on 2 evaluation, alternatives he considered, and his final recommendations.

d. Board of Education Minutes. February 20, 1975.

These minutes detail the movements of the BOE in accepting the recommendations of the superintendent. Two minor modifications were made to the recommendations before formal approval.

e. Memorandum. To: District Superintendents, 3 on 2 Coordinators and Principals of Schools Surveyed. From: Teichiro Hirata, Superintendent. Subject: Results of Parent Questionnaire on 3 on 2. March 3, 1975.

This memo provides thanks to participants in the parent questionnaire data collection activity. Summaries of parent responses (1/2/75) are appended.

f. Memorandum. To: Richard E. Ando, Chairman BOE. From: Teichiro Hirata, Superintendent. Subject: Parent Questionnaire on 3 on 2. March 4, 1975.

A summary of parents' responses to a one-page questionnaire about 3 on 2 is sent to the BOE for their consideration.

g. Memorandum. To: Phillip K. Ige, Assistant Superintendent, OIS. From: Teichiro Hirata, Superintendent. Subject: New Implementation Procedures, 3 on 2. March 12, 1975.

This document calls for immediate restatement of the 3 on 2 Program philosophy, rationale, objectives, implementation strategies, etc. A copy of BOE recommendations is appended.

h. Correspondence. From: Nora O. Hubbard, Evaluation, OIS. To: Richard E. Ando, Chairman, BOE. March 25, 1975.

This letter requests an audience before the BOE to clarify misunderstandings about the 1973-74 evaluation study. Responses to "misunderstandings" in the superintendent's memorandum (February 20, 1975) are made. Suggestions for monitoring the 3 on 2 Program are provided.

i. Memorandum. To: George D. L. Mau, Assistant Superintendent, Office of Personnel Services. From: Phillip K. Ige, Assistant Superintendent, OIS. Subject: Request for Assistance 015 Inservice Account. June 26, 1975.

This memo requests $11,000 to provide inservice for 3 on 2 teams to meet the superintendent's recommendation.

j. Memorandum. To: Teichiro Hirata, Supintendent. From: George D. L. Mau, Assistant Superintendent, Office of Personnel Services. Subject: Funds for 3 on 2 Training. July 25, 1975.

Notes that 3 on 2 inservice is quite low in priority to other special programs and advises against spending 11 of 15K on 3 on 2. However, if desired such an expenditure would be approved.

k. Memorandum. To: Teichiro Hirata, Superintendent. From: Phillip K. Ige, Assistant Superintendent, OIS. Subject: 3 on 2 Inservice Plans for 1975-76, Including Plans for Use of $11,000 of 015 Account.

Specific plans for inservice workshops on interpersonal relationships and individualization of instruction are given along with budgetary breakdowns by district.

l. Board of Education Minutes. December 4, 1975.

These minutes list multigrade 3 on 2 combinations for BOE approval. A request for reading progress reports on these multigrade combinations is voiced and accepted. Mention is made of parent dissatisfaction with the 3 on 2 Program.

Approval

Upon completion of the Annotated Bibliography, the Hawaii DOE was asked to review it for verification of dates, comprehensiveness of documents to date, and authenticity of annotations. Several editorial comments and additional dates were provided by the Hawaii DOE and have been incorporated into the document. The DOE has assured NWREL the Bibliography of the 3 on 2 Program Documents is accurate.

XI. Summary of Data Collected: Major Findings

The major findings of the evaluation are summarized briefly in this section. Only those results that bear directly on the 3 on 2 Program are reported here. Other findings, such as differences that might occur among socioeconomic groups or between classrooms which do and do not employ the Hawaii English Program, are purposely omitted. It is important to emphasize that variables such as socioeconomic status and participation in the Hawaii English Program were retained in the analysis only for a statistical purpose: to control any influence they might have on the results of the 3 on 2 Program.

Further details regarding these findings are available in Volume I, Technical Report.

Major Findings

Academic Achievement

- On the Comprehensive Tests of Basic Skills, academic achievement for third graders in self-contained classrooms was greater than for students in 3 on 2 classrooms in Vocabulary and Reading Comprehension. No differences were found in Mathematics Computation and Mathematics Concepts and Applications.

- For fourth grade students, the criterion-referenced test revealed no overall differences between students who had been in 3 on 2 classrooms and those who had been in self-contained classrooms. However, within socioeconomic groups there were contradictory results. Of the low socioeconomic students, those in self-contained classrooms performed better on two subtests (Selecting Examples and

Synonyms to Match Contextual Definitions and Fractional Numerals and Number Words), and of the high socioeconomic students, those in 3 on 2 classes performed better. However, on each of the two subtests testing other objectives (Ordering Cardinal Numbers and Addition with Two-Digit Numerals), this pattern was exactly reversed.

- Academic achievement of sixth grade students on the Stanford Achievement Test revealed no difference between 3 on 2 students and self-contained classroom students.

- In summary, because of the very few differences found among the many comparisons made, it was concluded that no meaningful differences exist in academic achievement between 3 on 2 and self-contained classroom students.

Student Attitudes

- At the third grade level, students in 3 on 2 classrooms had a more positive "general school sentiment" than students in self-contained classrooms. No overall differences were found between the two groups on the other six student attitude scales. However, among all students of middle socioeconomic status, 3 on 2 students had a more positive general self-appraisal than their counterparts in self-contained classes. And for high socioeconomic students, students in self-contained classrooms exhibited a more positive self-appraisal.

- At the sixth grade level, no overall differences in student attitudes were found on the seven subscales between 3 on 2 students and those who had been in self-contained classrooms in earlier years. Among students of low socioeconomic status, those who had been in 3 on 2 classrooms showed higher scores than self-contained classroom students on the Peer Self-Appraisal Scale and the Authority and Control School Sentiment Index. Within middle and high socioeconomic groups, students from 3 on 2 and self-contained classes had similar scores.

- In summary, because of the very few differences found among the comparisons, it was concluded that no meaningful differences exist in student attitudes between 3 on 2 and self-contained classroom students.

Opinions About 3 on 2

- Teachers and principals generally agreed on classroom goals regardless of the type of classroom. However, 3 on 2 teachers more frequently cited the following goals:

    Peer tutoring
    Individualized learning
    One-to-one teacher to pupil instruction
    Small group instruction
    Instruction in the physical sciences
    Flexibility in using classroom space
    Parent conferences

- Principals indicated there were no differences between 3 on 2 and self-contained classes regarding parent complaints, interfaculty cooperation, or discipline problems.

- 3 on 2 teachers, more than self-contained classroom teachers, believed that teachers with whom they worked closely were effective in cooperative planning, team teaching, sharing teaching techniques, using one another's strengths, and sharing learning materials. Also, 3 on 2 teachers, more than self-contained classroom teachers, believed that the 3 on 2 Program helped teachers work together as a team, promoted changes for professional growth, and allowed teachers to share ideas on the most effective way to teach a child. Principals also believed that the 3 on 2 Program helped teachers work together as a team, promoted chances for professional growth and allowed teachers to share ideas on effective teaching.

- In most areas, principals perceived no particular difference between the academic progress of students in 3 on 2 classrooms and those in self-contained classrooms. In the areas of arithmetic, science, music, and social studies, 3 on 2 teachers rated their students higher than self-contained classroom teachers rated their students.

- Teachers rated the progress of students in 3 on 2 and self-contained classrooms equally in exercising self-control, taking an interest in school, getting along with others, and developing a more positive self-concept. Principals indicated no difference in taking an interest in school. However, principals were divided between favoring 3 on 2 and indicating no difference regarding developing self-control, developing a more positive self-concept, and getting along with others.

- Also, 3 on 2 teachers rated their students' progress in physical education higher than did self-contained classroom teachers, but principals believed that all students progressed equally in physical education.

- Teachers rated 3 on 2 and self-contained classroom children about equally on progress in becoming an independent learner, but the majority of principals believed that 3 on 2 students progressed more in becoming an independent learner. More than 3 on 2 classroom teachers, self-contained classroom teachers indicated that their students used time wisely. All parents, regardless of the type of classroom in which their children were enrolled, rated their children moderate to high in self-control, ability to communicate, ablity to express feelings openly and honestly, ability to relate to their brothers and sisters, and ability to use time wisely.

- Teachers, principals, and parents did not agree about the types of students for whom 3 on 2 was appropriate. Principals indicated that 3 on 2 and self-contained classrooms were appropriate for all students. Many parents indicated that 3 on 2 may be inappropriate for students who lack self-direction, but rated both types of classrooms as appropriate for other students. Teachers of both 3 on 2 and self-contained classrooms were divided between saying 3 on 2 was not appropriate and that both types of classrooms were appropriate for children with learning disabilities, children with short attentions, and children who lack self-direction. Self-contained classroom teachers were divided about the appropriateness of 3 on 2 for shy children and kindergarten children. Otherwise, teachers rated children as appropriate for both types of classrooms appropriate for children.

- The majority of teachers of self-contained classrooms indicated that students with learning problems were most often assigned to self-contained classrooms, although most principals and 3 on 2 teachers said that these students were equally divided among types of classrooms.

- Parents' preferences for the type of classroom they wanted for their children were dependent on the type of classroom in which their children were already enrolled. Parents of 3 on 2 students preferred to have their children remain in 3 on 2; parents of self-contained classroom students preferred to have their children remain in self-contained classrooms; and parents with children in both types of classrooms were divided in their preferences. A majority of parents and about half of the teachers indicated that parents were not given a choice of whether their children would be in a 3 on 2 or self-contained classroom. However, a slight majority of principals said that parents were given a choice, although principals said that parent involvement in making assignments to classrooms was not adequate.

- Most teachers and principals felt that leadership from the state and districts for the implementation of 3 on 2 was inadequate. There was confusion about responsibility for adopting 3 on 2 in individual schools; teachers believed their principals were responsible, but principals indicated they did not know who was responsible. Also, principals and 3 on 2 teachers did not believe that they had been adequately involved in developing guidelines for 3 on 2. At the same time, principals and 3 on 2 teachers overwhelmingly agreed that principals had supported 3 on 2 teams.

- Most 3 on 2 teachers felt the program was not too expensive; about half of the self-contained classroom teachers said it was; and principals were divided in their responses.

- The type of class in which their children were enrolled did not affect the frequency with which parents said they attended PTA, parent-teacher conferences, other school activities, or helped their children with homework.

- Principals and teachers of 3 on 2 classrooms most often attended inservice workshops. Principals and 3 on 2 teachers were generally divided about whether inservice training was adequate or inadequate. Self-contained classroom teachers were least likely to rate it adequate. Those workshops rated highest were on interpersonal relationships, improving self-direction, Hawaii English Program training, and improving children's self-concept. Inservice workshops least often rated as effective were DOE sponsored 3 on 2 orientation workshops.

- Most 3 on 2 teachers indicated that they would prefer to teach in a 3 on 2 classroom; most self-contained classroom teachers indicated that they would prefer to teach in a self-contained classroom, but with a full- or part-time aide. Both groups would feel some disappointment if forced to teach in the opposite type of classroom from their present one.

- Principals, 3 on 2 teachers, and parents generally did not agree with self-contained classroom teachers about the strengths and weaknesses of 3 on 2. However, the majority of all teachers and principals believed that 3 on 2 students could find at least one adult with whom to get along, that 3 on 2 children had opportunity to learn from each other, that there was a greater variety of learning materials in 3 on 2 classes, that teacher absences did not interfere with instruction, and that teachers could get other ideas before taking action. Parents believed that shy children and those with learning problems got lost in 3 on 2 classes.

- If they were able to choose how to use money presently designated for 3 on 2, principals and 3 on 2 teachers would most often choose to maintain 3 on 2, although some would choose to revise the program. Self-contained classroom teachers would choose to reduce class size in self-contained classes or provide for specialists. The majority of people in each group felt that it was at least somewhat important to maintain 3 on 2 and self-contained classrooms as options.

- A common theme from interviews with principals and teachers, testimonies at public meetings, and written comments by teachers is that compatibility of personalities and philosophies among members of a 3 on 2 teaching team is crucial to the success of that team.

- Teachers of 3 on 2 spent less time instructing the total class than did self-contained classroom teachers, but there was no substantial difference in the time allotted to small group instruction, individual instruction, individual counseling, supervising seat work, counseling with parents, preparing lesson plans, record keeping, and assessment of pupils.

- Most self-contained and 3 on 2 classroom teachers felt they had a large range of instructional techniques available to them. Self-contained classroom teachers more frequently indicated a great range of available disciplinary procedures, and 3 on 2 teachers more frequently noted a wide range of options for evaluating students.

- Most teachers, regardless of classroom type, felt confident about their teaching ability. And almost all were willing to ask other teachers for ideas or assistance.

- When asked to describe their classrooms, 3 on 2 and self-contained classroom teachers responded similarly. When each group chose a list of descriptive adjectives, 3 on 2 teachers described their students as active, friendly, interested, and outgoing; self-contained classroom teachers described their students as active, curious and friendly.

- Most teachers, regardless of classroom type, agreed that it was possible and important to individualize instruction in the primary grades. However, more 3 on 2 teachers than self-contained classroom teachers supported these ideas. Further, most felt that schools should promote self-directed learning, and that not all students should receive the same instruction.

- Of the fourth grade teachers surveyed, slightly fewer than half believed that 3 on 2 should be maintained at its present level or expanded, or that it was important to retain 3 on 2 as an option for all students. At the same time, a large majority of the fourth grade teachers believed that it was very important to have self-contained classrooms as an available option for all students. If given a choice in how to use the money allocated to 3 on 2, fourth grade teachers most frequently said they would reduce class size or provide teaching specialists.

- In comparing former 3 on 2 and self-contained classroom students, the majority of fourth grade teachers cited no major differences.

However, many also believed that former self-contained classroom students were better prepared in reading and mathematics, used their time better, and that former 3 on 2 students misbehaved more frequently.

Absenteeism of Teachers

- No differences in absenteeism were found between 3 on 2 and self-contained classroom teachers

Cost Data

- The estimated operational cost for the 3 on 2 Program above the cost of educating the same students in self-contained classrooms was $8,877,549 for the 1975-76 school year and $10,221,468 for the 1976-77 school year. Some savings in materials costs, especially when Hawaii English Program materials were not needed, was realized in 3 on 2 classrooms.

- The current cost of converting two self-contained classrooms into one 3 on 2 classroom is approximately $6,000. The cost of converting a 3 on 2 classroom into two self-contained classrooms is about $5,000. Presently there are a number of empty classrooms in elementary schools throughout the state, and about 25 percent of the 3 on 2 students could be moved into self-contained classes with no conversion costs.

Classroom Characteristics

- Information from classroom observations and interviews with teachers suggested that 3 on 2 teachers exhibited a higher than usual degree of teaming. At the same time, in some cases self-contained classroom teachers joined with other self-contained teachers in order to effect team teaching. Regarding individualization of instruction, there seems to be confusion about the way individualization should be done. The Hawaii English Program seems to contribute more to individualization of instruction than do guidelines for 3 on 2.

Conclusion

The Technical Report is not intended to provide conclusions based upon these data. Volume II of this evaluation, Team Interpretations and Recommendations, provides a discussion of the results along with conclusions for and against the program.

Educational evaluation is, and probably will continue to be, an inexact science. Any one instrument or source of data carries with it some possibility of error. Therefore, most evaluators strive to strengthen their studies by collecting data on as many variables and with as many types of instruments as possible within the time and resource constraints. The intent is to view a program from as many perspectives as possible. Consistency of findings across several forms of data would constitute the most convincing evidence of an evaluation's validity. The evaluation conducted by NWREL attempted to provide the Hawaii DOE and BOE with enough data sources to afford a representative picture of 3 on 2. It is hoped that all three volumes (the Technical Report, the Team Interpretations and Recommendations, and the Executive Summary), will give Hawaii decision makers a firm foundation on which to base decisions regarding the future of 3 on 2.

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APPENDIX A

3 on 2 Team Ground Rules for the Advocate-Adversary Model

3 on 2 Evaluation

GROUND RULES

1. Evaluation personnel will be organized into two teams with one representing an advocate position relative to the program and the other representing an adversary position. It is the duty of the advocate team to see that the best possible argument is presented for the continued use of the 3 on 2 program. The adversary team will see that the best possible argument for the reduction or elimination of the program is made.

2. In order to focus the presentations, both teams will address the question, "Should the Hawaii 3 on 2 program be continued at approximately the same or higher level, or should it be severely reduced or eliminated?" Modified 3 on 2 will be considered part of the 3 on 2 program.

3. Written reports will consist of two parts. The first will be the report proper which gives the basic arguments of the team, and which includes the team's recommendations. This part of the report will be prepared separately and confidentially by each team. When both reports are completed, they will be shared with the opposing team simultaneously, at which time the second part of the report--the rebuttal--will be written. The project director may choose to place a page limitation on both parts of the report prior to the time that their preparation begins.*

4. Final oral reports will be presented in a quasi-debate format (to be detailed later) by Arliss and Jim to the Hawaii Superintendent of Education and other personnel chosen by the Superintendent. The oral reports will generally follow the written reports.

5. The work to be done by each team requires that many different types of roles will be represented on a team including coordinator, writer, interviewer, data analyst, and so on. In most instances team members will share in these roles, but there is a need for some team members to undertake specific roles. To facilitate team functioning and communication each team will have a NWREL staff member to act as an internal coordinator. The internal coordinators are Bill Wright and Tom Owens. Each team also has one member who will serve as presenter of the final report; these are Arliss and Jim. By virtue of their role of presenters, Arliss and Jim will also have to assume major responsibility preparing the final report, and they will be senior authors of their reports.

---

*Project director is Dean Nafziger and the co-director is Blaine Worthen.

6. All team work must be done within the resource limits outlined at the orientation meeting. Specifically, the total number of days allocated for each person are the amount that can be covered by the budget, but these days may be allocated to tasks differently than as listed in the list of person day assignments, upon mutual agreement of the individual team member and the project director.

7. The role of the project director will be to maintain information flow, facilitate interteam activities, and adjudicate disagreements between teams. A copy of all correspondence, except that which regards confidential team strategy, should be sent to the project director. Further, all communication about the evaluation to individuals in Hawaii should be done by Dean or Blaine. This is to prevent multiple requests for the same information and to provide a single referent for the information flow. This latter restriction will be revisited if it becomes dysfunctional.

8. Each team will address the same basic issues and questions in the evaluation. However, teams may address these questions in a different priority, thereby giving a different amount of weight and attention to each question or issue. These questions and issues will be compiled by the project director using notes from the first Portland meeting and the evaluation designs being written by each team.

9. Information needs of each team will be shared with the other team through the project director. In addition, all data collected by a team are to be made available to the opposing team. However, the strategies for employing the data will remain confidential with each team.

10. During site visits, many but not necessarily all interviews will be conducted by teams consisting of two persons (one pro and one con team member). In particular, those interviews with high state or DOE officials will be conducted by a team balanced by both sides. If he deems it appropriate, the project director may mandate representation of each team in a given interview, and the project director may choose to participate in some interviews such as those with high officials. If necessary, the project directors may be used as backups for conducting interviews or for participating for one team. The purposes of balancing are to (1) eliminate the need for burdening busy officials with multiple interviews, and (2) allow each team to obtain first hand the information available to the other team.

11a. Parents, teachers and school principals will be guaranteed anonymity for any information that they provide during interviews. Interviewees can be identified in terms of a class of people (e.g., parent or teacher).

11b. Any quotation to be used in a report will be checked for veracity with the interviewee (even if the interviewee is not to be identified in the report) by the project director or his designee. The number of quotations allowed in the report will be limited by the project director.

11c. Tape recorders will not be used during interviews. They may tend to inhibit some interviewees, but more cogent is the fact that the expense associated with reducing information recorded on tapes is too great to be borne by the budget. There are two exceptions to this rule: (1) interviews with high officials where both teams wish to have the interview recorded, and (2) interviews where one team cannot attend but wish to participate.

12. NWREL staff members on the teams will not share information with the opposing team about approaches to the team's argument, strategies for using data, etc. External consultants must be able to rely on the confidence of their internal team members.

13. Teams will not argue against results of student outcome data on the basis of inherent weaknesses in the data collection design. Weaknesses should be noted and their possible effects explained as in the final report, but the results are to be regarded as usable. The data collection design currently represents the best thinking of both teams given time and fiscal constraints.

APPENDIX B

Spring Testing Procedures, Schools and Dates

General Instructions for Administering the 3 on 2 Tests

1. Read over the manuals, test booklets, answer sheets.

2. Double-check your materials before heading for the school.

3. Check in at the Principal's Office for directions as to where to go.

4. Be sure to ask when recess time is so you can judge your test schedule accordingly. Try not to keep the students from going to recess on time.

5. Situations (and attitudes) will vary from school to school. Sometimes you will have to find a testing room on your own. For example, it is not possible to test in a 3 on 2 room if the other students are there, so you will need to go to the cafetorium, etc. If you use the cafetorium, you may have to ask the kitchen workers to bang the pots and pans gently and stop talking so loudly!

6. In all testing rooms, it is critical that the students be seated so they cannot copy each other's work. Getting them to help rearrange the desks is a noisy but anxiety-relieving task.

7. Be sure to keep a log on any serious disruptions (e.g., fire drill) that occur during testing and any major changes you had to make in scheduling the sequence of testing. Also, note unusual behaviors of individual students, such as breaking into tears, that may invalidate test data for that child.

Instructions to Examiners
3/2 Evaluation

Welcome! Let's all push together for a successful completion of this activity. Many thanks and appreciation for your participation.

To assure successful completion of this activity, please check-off those tasks as you complete them.

1. Call the schools to confirm (May 11)

    a. the test dates
    b. the time school begins
    c. the availability of facilities and/or proctors
    d. the identity of the classroom(s) to be tested
    e. the number of students to be tested

    In cases of date conflicts, you may exchange dates within the four schools that you are responsible to examine.

2. Check-out for each school the required number of (May 12)

    a. CTBS Test
    b. RAVEN Test
    c. NW Affective Test
    d.

3. Read the administering guide for all three instruments

4. On the day of testing:

    a. Check out the testing schedule for the day

    Note that the break and recess specified by the Testing Schedule is approximate, therefore they may be lengthened or shortened to meet with the school "bell" schedule.

    b. Brief the proctors ahead of testing time

    c. Administer test as specified by examiner's manual or guide

    d. Collect completed test instrument at end of testing time

5. Return completed test instrument to Evaluation Section as soon as possible

TESTING SCHEDULE

DAY ONE			DAY TWO		
Time (SS)*	Task (Activity)	Length (Min.)	Time (SS)*	Task (Activity)	Length (Min.)
SS0:00	Preparation for Testing	15	SS0:00	Preparation for Testing	15
SS0:15	NWREL Affective Instrument	45	SS0:15	CTBS - Test 2: Reading Comprehension	40
SS1:00	Break	10	SS0:55	Break	10
SS1:10	Raven Progressive Matrices	30	SS1:05	CTBS - Test 6: Math Computation	45
SS1:40	Recess	10-20	SS1:50	Recess	10-20
SS(2:00)	CTBS - Preliminary Task	20	SS(2:10)	CTBS - Test 7: Math Concepts and Application	40
SS(2:20)	CTBS - Test 1: Vocabulary	25			
SS(2:45)	End of Testing**		SS2:50	End of Testing**	

* School starting time.
**Please arrange with school staff where to send children at termination of testing.

Needs (help from school)

Schools with more than one class to be tested require:
1. Facility big enough to test approximately 60 third grade students, and
2. One or two proctors to help the examiner monitor the students.

Number of Schools To Be Tested and Dates When Testing Was To Take Place

District and School	Total	3 on 2		Self-contained		Modified 3 on 2		(Dates) May				
		HEP	Non-HEP	HEP	Non-HEP	HEP	Non-HEP	13-14	18-19	20-21	25-26	27-28
HONOLULU												
Aina Haina	2	2									X	
Liholiho	1	1										X
Ala Wai	1	1									X	
Kalihi-Waena	3	1	1		1					X	X	
Manna	1		1								X	
Lanakila	2		1		1						X	
Kapalama	2		1		1						X	
Kaewai	2		2								X	
Kalihi	1		1								X	
Kalihi-Kai	1		1								X	
Kalihi-Uka	3			3				X	X			
Noelani	1			1							X	
Lunalilo	3			1	1		1			X	X	
Kaahumanu	3			1	2					X	X	
Maemae	1				1						X	
Pauoa	1				1					X		
Jefferson	2				2					X		
Puuhale	1				1						X	
Kuhio	1						1		X			
Hahaione	1		1							X		
Aliiolani	1			1								
CENTRAL												
Red Hill	2	1		1							X	
Hickam	2	1			1				X			
Mokuleie	2	1			1					X		
Haleiwa	2	1			1					X		
Wahiawa	1	1								X		
Aiea	1	1								X		
Webling	1		1								X	
Mililani-Waena	1						1			X		
Pearl Harbor	1		1							X		
Helemano	1			1					X			
Nimitz	1				1				X			
Kipapa	2				2				X			
Aliamanu	2				2				X			
Pearl Ridge	1					1						X
Kaala	1					1			X			
Salt Lake	1						1		X			
LEEWARD												
Waiau	1	1							X			
Waimalu	3	1		2					X	X		
Palisades	2	1	1						X			
PC Highland	1	1							X			
Manana	2	1	1						X			
Ewa Beach	1	1							X			
Pearl City	1	1								X		
August Ahrens	6	1	1		3	1			X	X	X	
Kaimiloa	2	1	1							X		
Pohakea	2	1		1				X				
Maili	2	1	1					X				
Nainaikapono	2	1			1			X				
Lehua	1		1					X				
Iroquois Point	1		1					X				
Waianae	2		1		1			X				
Waipahu	2		1				1	X				
Ewa	1			1								X
Barber's Point	1				1			X				
Makaha	1	1									X	

Number of Schools To Be Tested and Dates When Testing Was To Take Place (con't)

District and School	Total	3 on 2		Self-contained		Modified 3 on 2		(Dates) May				
		HEP	Non-HEP	HEP	Non-HEP	HEP	Non-HEP	13-14	18-19	20-21	25-26	27-28
WINDWARD												
Kaneohe	2	1		1				X				
Waimanalo El-Int	2	2						X				
Kapunahala	2	1						X	X			
Benjamin Parker	2	1					1	X				
Hauula	2	1	1					X				
Enchanted Lakes	1		1					X				
Kahaluu	1		1						X			
Kahuku	1		1					X				
Mokapu	2				2			X				
Aikahi	1				1			X				
Kailua	2				2				x			
HAWAII												
DeSilva	1	1							X			
Waiakeawaena	3	1		2					X	X		
Keaau El-Int	1	1								X		
Waiakea	2	1		1					X			
Pahoa Hi-El	2	1		1						X		
Honaunau	1	1								X		
Konawaena	1	1								X		
Waimea El-Int	1	1							X			
Pauuilo El-Int	1			1					X			
Laupahoehoe	1			1						X		
Mountain View	1			1						X		
Keaukaha	1			1					X			
Honokaa	1			1						X		
Kalanianaole	2					2			X			
MAUI												
Kihei	2	1		1							X	
Wailuku	1	1										X
Kahului	1	1									X	
Kualapuu	1	1									X	
Lihikai	3			1		2					X	X
Lamehameha III	1					1						X
KAUAI												
Koloa	1		1								X	
Wilcox	3			x	x	x					x	x

APPENDIX C

Number of Students Within Each Classroom Used in the Data Analysis for Grade 3

TABLE C-1

Number of Students Within Each Classroom Used in the Data Analysis for Grade 3

Socioeconomic Status	Classroom Organization			
	3 on 2		Self-contained	
	HEP Only	Non-HEP	HEP Only	Non-HEP
High	12:[a] 14,15,17,20,22,25,25,18,19,19,26,28 (20.6)[b]	5: 7,8,10,11,19 (11.0)	2: 7,18 (12.5)	9: 9, 12,13,14,17,17,19,21,25 (16.3)
Medium	10: 11,12,18,19,21,26,12,13,13,17 (17.9)	5: 14,17,18,21,24 (18.8)	6: 7,15,16,11,12,20 (13.5)	8: 9,9,16,17,19,20,21,22 (16.6)
Low	11: 8,10,24,28,32,11,17,18,20,23,25 (19.6)	7: 8,9,10,13,16,19,19 (13.4)	4: 9,13,13,13 (12.0)	6: 12,13,15,18,20,22 (16.7)

[a] The underlined values represent the unit of analysis, the number of classrooms to be analyzed.

[b] The values in parentheses represent the average number of students per classroom.

APPENDIX D

Class Means and Standard Deviations
Cognitive and Affective Variables for
Modified 3 on 2 Classes

TABLE D-1

Class Means and Standard Deviations Cognitive and Affective Variables for Modified 3 on 2 Classes

n=11[a]

Subtests	Mean	Standard Deviation
Raven		
A	10.21	.94
B	8.34	.80
A & B	9.41	.68
Total	27.97	2.06
CTBS		
Vocabulary	23.29	3.31
Comprehension	27.13	3.55
Math Computation	35.70	5.22
Math Concepts	33.38	4.42
SAI--Self-Appraisal		
School	16.87	.88
Peer	15.35	.85
General	17.00	.79
SAI--School Sentiment		
Authority and Control	18.64	1.09
Social Sturcture and Climate	10.40	.56
General	16.13	.54
SAI--Me and School	15.31	.68

[a] The sample is based upon pupils enrolled in modified 3 on 2 classes for at least 2 years including grade 3.

APPENDIX E

Criterion-Referenced Tests Used in the Fourth Grade Achievement Testing

BEST COPY AVAILABLE

DIRECTIONS FOR CRITERION-REFERENCED TEST ADMINISTRATION

Please administer one* of the two forms of the criterion-referenced tests (yellow and blue) in reading and mathematics to each of your students during October 4-10. This achievement testing is being conducted for the 3 on 2 evaluation. Distribute the yellow and blue test booklets alternately so each student has either the yellow or blue.

The criterion-referenced tests were developed by the Instructional Objectives Exchange, Los Angeles, 1973, and reviewed by our state program specialists in reading and mathematics. Some selected indicators for reading and mathematics are assessed; a comprehensive assessment of the two subjects are of two types: (a) those that demand that the learner make inferences and (b) those that require a literal interpretation of the material. In mathematics major skills measured are the use of operations and properties and the use of sets and numbers.

Students should read test directions and completed examples by themselves. Care should be taken to insure that students understand the directions for each test; the teacher is free to answer any questions students may have in dealing with the example, but care should be taken not to use this as an opportunity to provide instruction. Test administration time is approximately one hour.

Please return test booklets to:

EVALUATION SECTION
Office of the Superintendent
1390 Miller Street
Honolulu, Hawaii 96813

---

* Sample fourth grade students at Red Hill Elementary (Central District) and Kaneohe Elementary (Windward District) should be administered both forms (yellow and blue) of reading and mathematics.

FRACTIONAL NUMERALS AND NUMBER WORDS

BLUE FORM

RATIONAL NUMBERS (Test 2, Form B)

Name____________________

an IOX objectives-based test

DIRECTIONS: In each problem, mark an "X" next to the word that means the same as the fraction in the box. Let's do the example together.

EXAMPLE: $\boxed{\frac{1}{2}}$

____a) three-fourths
____b) one-third
____c) one-half
____d) one-fourth

---

1. $\boxed{\frac{1}{4}}$

____a) one-fourth
____b) one-fifth
____c) two-thirds
____d) one-eighth

2. $\boxed{\frac{5}{6}}$

____a) four-ninths
____b) two-fourths
____c) five-sixths
____d) five-eighths

3. $\boxed{\frac{7}{8}}$

____a) seven-ninths
____b) six-eighths
____c) eight-sevenths
____d) seven-eighths

4. $\boxed{\frac{2}{3}}$

____a) two-thirds
____b) one-third
____c) two-fifths
____d) three-fourths

5. $\boxed{\frac{4}{5}}$

____a) one-sixth
____b) five-fourths
____c) four-fifths
____d) one-fifth

STOP

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SUBTRACTION WITH TWO-DIGIT NUMERALS
OPERATIONS AND PROPERTIES (Test 12, Form B)

BLUE FORM

Name____________________________________

an IOX objectives-based test

DIRECTIONS. In each problem, mark an "X" on the correct answer to the subtraction problem in the box. Let's do the example together.

EXAMPLE: $\boxed{\begin{array}{r} 39 \\ -\ 1 \\ \hline \end{array}}$

a) 40
b) 28
c) 38
d) 37

1. $\boxed{\begin{array}{r} 76 \\ -42 \\ \hline \end{array}}$

a) 118
b) 24
c) 34
d) 38

2. $\boxed{\begin{array}{r} 62 \\ -31 \\ \hline \end{array}}$

a) 31
b) 93
c) 91
d) 21

3. $\boxed{\begin{array}{r} 79 \\ -\ 7 \\ \hline \end{array}}$

a) 72
b) 73
c) 2
d) 86

4. $\boxed{\begin{array}{r} 35 \\ -12 \\ \hline \end{array}}$

a) 32
b) 23
c) 47
d) 33

5. $\boxed{\begin{array}{r} 94 \\ -80 \\ \hline \end{array}}$

a) 4
b) 174
c) 10
d) 14

STOP

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MULTIPLICATION WITH ONE–DIGIT NUMERALS

OPERATIONS AND PROPERTIES (Test 20, Form B)

BLUE FORM

Name______________________________

an IOX objectives-based test

DIRECTIONS. In each problem, mark an "X" on the correct answer to the multiplication problem in the box. Let's do the example together.

EXAMPLE: $\boxed{\begin{array}{r}6\\ \times 2\\ \hline\end{array}}$

a) 6
b) 12
c) 14
d) 8

1. $\boxed{\begin{array}{r}0\\ \times 5\\ \hline\end{array}}$

a) 6
b) 1
c) 0
d) 5

2. $\boxed{\begin{array}{r}8\\ \times 6\\ \hline\end{array}}$

a) 54
b) 40
c) 48
d) 42

3. $\boxed{\begin{array}{r}4\\ \times 4\\ \hline\end{array}}$

a) 12
b) 20
c) 16
d) 15

4. $\boxed{\begin{array}{r}9\\ \times 7\\ \hline\end{array}}$

a) 81
b) 70
c) 63
d) 72

5. $\boxed{\begin{array}{r}1\\ \times 3\\ \hline\end{array}}$

a) 3
b) 4
c) 1
d) 0

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STOP

BLUE FORM

There are many kinds of monkeys. Some of them are as small as your hand, and others are as large as big dogs. Monkeys live much like most people do. A family of monkeys may live together in the same tree for a long time. Both the mother and father take care of the baby monkeys. The father monkey can be heard for two miles; his loud call warns all the other animals that he is the head of the family. If there is a fight over food, only he can decide who gets the food.

4. The monkey who decides who gets the food is

____ a) the mother monkey.
____ b) the baby monkey.
____ c) the father monkey.

5. Monkeys are like some people because

____ a) they live together as a family.
____ b) the father can be heard for two miles.
____ c) they live in a tree.

6. Monkeys can be as large as

____ a) your hand.
____ b) some people.
____ c) big dogs.

7. The baby monkey is cared for by

____ a) the mother monkey.
____ b) the father monkey.
____ c) both the mother and father monkeys.

A horse is big, but an elephant is bigger. The boy is sad, but his mother is sadder. TV is good, but a book is better. A friend knows much, but a father knows more. Second and third are fine, but first is best.

8. ______ is best.

____ a) First
____ b) Second
____ c) Third

9. ______ knows more than a friend.

____ a) A boy
____ b) A father
____ c) A mother

10. ______ is better than TV.

____ a) An elephant
____ b) A book
____ c) A horse

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STOP

UNDERSTANDING EXPLICITLY–STATED CONTENT
SYNTACTICAL STRUCTURES (Test 1. Form B)

BLUE FORM

Name____________________

an IOX objectives-based test

DIRECTIONS. Read the following stories. Then mark an "X" next to the answer that best completes the sentence. The example is done for you.

EXAMPLE: Karen's small purse is nearly full. She has been saving money in it because she wants to get something. She has saved a dollar. Now, all she needs is one more quarter, and she can buy that pretty red ring she has seen in the store window.

Karen has saved

X a) a dollar.
____ b) a quarter.
____ c) a red ring.

"The drum's not so bad as instruments go," said Hal, laughing. "Now you take my sister Betty's instrument. She plays the violin! That's one for the birds! And not because it sings! Wow, you should hear the howl that violin makes. But Betty says she likes it."

"I guess maybe that's because she's older," said Bart with a laugh. "I guess things look different when you get older."

1. Betty likes

____ a) the drum.
____ b) the violin.
____ c) the birds.

2. The violin

____ a) sings.
____ b) looks different.
____ c) howls.

3. Hal and Bart are

____ a) laughing.
____ b) playing.
____ c) older.

MORE QUESTIONS - - NEXT PAGE

IDENTIFYING THE MOST GENERAL STATEMENT

MAIN IDEA (Test 3, Form B)

BLUE FORM

Name______________________________

an IOX objectives-based test

DIRECTIONS. Read the following statements. Then mark an "X" through the one which best sums up the other two. The example is done for you.

DIRECTIONS:

____ a) The old dog pulls the sled.

_X_ b) Dogs work.

____ c) The sheep dog watches sheep.

---

1. ____ a) Strange things happen in fairy stories.
   ____ b) A frog turns into a prince.
   ____ c) The witch makes a magic apple.

2. ____ a) Mother gives baby a bath.
   ____ b) Everyone takes care of baby.
   ____ c) Sister feeds baby some milk.

3. ____ a) A boy tunes his violin.
   ____ b) A girl tries the piano.
   ____ c) The band gets ready to play.

4. ____ a) Dad takes the car to the car-wash.
   ____ b) The car gets a warm-up.
   ____ c) Dad makes the car ready for the trip.

5. ____ a) Mother sweeps the floor.
   ____ b) We clean the house.
   ____ c) I dust the tables.

STOP

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SELECTING EXAMPLES AND SYNONYMS TO MATCH CONTEXTUAL DEFINITIONS

CONTEXT CLUES (Test 6, Form B)

BLUE FORM

Name________________________________

an IOX objectives-based test

DIRECTIONS. Read the following sentences. Then mark an "X" next to the answer that best completes the sentence with the blank.

EXAMPLE: It was a two-legged animal. It was a biped. A______is a biped.

____a) dog
____b) cat
_X_c) man

---

1. The duck was a boy duck. It was a drake. ______is a drake.

____a) Minnie Mouse
____b) Donald Duck
____c) Daisy Duck

2. We stay in one place too long. We tarry. We tarry when we______.

____a) stay too late at a friend's house
____b) want to go
____c) run

3. My blade is dull. I must hone it. When we hone we_______.

____a) make sharper
____b) make dull
____c) make longer

4. The big man could lift heavy things. He was burly. A______is usually burly.

____a) doctor
____b) teacher
____c) wood cutter

5. Susan and Gail held the jump rope on each end and let it touch the ground. It was lax. Something that is lax is______.

____a) loose
____b) tight
____c) broken

STOP

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ADDITION WITH TWO–DIGIT NUMERALS

OPERATIONS AND PROPERTIES (Test 2 , Form B)

YELLOW FORM

Name________________________________

an IOX objectives-based test

DIRECTIONS: In each problem, mark an "X" on the correct answer to the addition problem in the box. Let's do the example together.

EXAMPLE: $\boxed{\begin{array}{r}32\\ \underline{+25}\end{array}}$

a) 7
b) 75
c) 57
d) 5

---

1. $\boxed{\begin{array}{r}65\\ \underline{+31}\end{array}}$

a) 9
b) 96
c) 78
d) 6

2. $\boxed{\begin{array}{r}50\\ \underline{+26}\end{array}}$

a) 21
b) 86
c) 12
d) 76

3. $\boxed{\begin{array}{r}83\\ \underline{+\ 3}\end{array}}$

a) 6
b) 96
c) 13
d) 86

4. $\boxed{\begin{array}{r}17\\ \underline{+72}\end{array}}$

a) 89
b) 99
c) 43
d) 34

5. $\boxed{\begin{array}{r}13\\ \underline{+22}\end{array}}$

a) 3
b) 35
c) 53
d) 5

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STOP

DIVISION: ONE–DIGIT DIVISOR, THREE–DIGIT DIVIDEND

OPERATIONS AND PROPERTIES (Test 33, Form B)

YELLOW FORM

Name ____________________

an IOX objectives-based test

DIRECTIONS. In each problem, mark an "X" next to the correct answer to the division problem in the box. The example is done for you.

EXAMPLE: $4\overline{)499}$

____ a) 100
____ b) 124
__X__ c) 124 Rem. 3
____ d) 14 Rem. 3

1. $8\overline{)774}$

____ a) 96 Rem. 6
____ b) 96
____ c) 9
____ d) 9 Rem. 2

2. $6\overline{)351}$

____ a) 582 Rem. 1
____ b) 58 Rem. 3
____ c) 5 Rem. 5
____ d) 59

3. $8\overline{)935}$

____ a) 110 Rem. 5
____ b) 100 Rem. 5
____ c) 116 Rem. 7
____ d) 11 Rem. 6

4. $2\overline{)631}$

____ a) 310
____ b) 315
____ c) 315 Rem. 1
____ d) 310 Rem. 1

5. $4\overline{)380}$

____ a) 95
____ b) 94 Rem. 3
____ c) 20 Rem. 1
____ d) 20

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STOP

ORDERING CARDINAL NUMBERS
WHOLE NUMBERS (Test 3, Form B)

YELLOW FORM

Name____________________

an IOX objectives-based test

DIRECTIONS: In each problem, mark an "X" next to the list that shows the numbers in the box in order of size, from the smallest to the largest. Let's do the example together.

EXAMPLE: **65, 1, 9**

- ____ a) **65, 1, 9**
- ____ b) **1, 9, 65,**
- ____ c) **1, 65, 9**
- ____ d) **9, 65, 1**

---

1. **16, 86, 7, 19,41**

- ____ a) **16, 86, 7, 19, 41**
- ____ b) **16, 19, 7, 41, 86**
- ____ c) **7, 16, 19, 41, 86**
- ____ d) **7, 19, 16, 86, 41**

2. **12, 81, 56, 2**

- ____ a) **12, 2, 56, 81**
- ____ b) **2, 12, 81, 56**
- ____ c) **2, 81, 12, 56**
- ____ d) **2, 12, 56, 81**

3. **6, 9, 21, 87, 91**

- ____ a) **6, 9, 21, 87, 91**
- ____ b) **6, 9, 21, 91, 87**
- ____ c) **9, 6, 21, 87, 91**
- ____ d) **6, 21, 9, 87, 91**

4. **77, 49, 82**

- ____ a) **49, 82, 77**
- ____ b) **77, 49, 82**
- ____ c) **49, 77, 82**
- ____ d) **82, 49, 77**

5. **5, 14, 26, 9**

- ____ a) **5, 14, 26, 9**
- ____ b) **26, 14, 5, 9**
- ____ c) **5, 9, 26, 14**
- ____ d) **5, 9, 14, 26**

STOP

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YELLOW FORM

4. It looked as if the big storm would first hit the island and then smash into the mainland. The worried weathermen had followed the hurricane for several days. They knew that hurricanes come in from the sea and slowly lose their strength as they pass over land. They travel at 100 miles per hour.

____ a) The men were more worried about the people on the island than about the people far inside the mainland.

____ b) The storm would pick up speed after striking the mainland.

____ c) The people on the shore would be warned to take their boats to safety and to board up their windows.

____ d) The people on boats in front of the hurricane were glad they were not on the island.

5. If you want to find out how hot something is, you use a thermometer. Thermometers tell the degree of heat but do not tell how much heat there is. A thermometer shows that water boils at 100 degrees and freezes at zero. If something big is 100 degrees and something little is also 100 degrees, the big thing contains more heat.

____ a) A thermometer shows there is more heat in a big tub of boiling water than in a little cup of boiling water.

____ b) There is less heat in a little tub of boiling water than in a big tub of boiling water.

____ c) A thermometer can show that a cold room is colder than a warm room.

____ d) A big piece of ice is colder than a little piece of ice.

STOP

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IDENTIFYING POSSIBLE OUTCOMES
CONCLUSIONS (Test 7, Form B)

YELLOW FORM

Name________________________________

an IOX objectives-based test

DIRECTIONS. Read the paragraph. Then mark an "X" next to the two events which could most likely occur. The example is done for you.

EXAMPLE: Prince Hal shouted, "We'll do it my way or not at all!"so loudly that two things happened.

X a) A stranger dropped an armload of gifts.
____ b) Everyone knew he was unselfish.
X c) The glasses in the castle tinkled.
____ d) Everyone grew fond of the prince.

---

1. He brought from China a small charm which was supposed to bring bad luck to its owner. He didn't believe it at first; but after he got the charm, strange things began to happen.

____ a) He went home at night.
____ b) He lost his money.
____ c) He tried hard to win.
____ d) He tore his suit.

2. Jane told Harriet that there are a few dangerous spiders, but that most of them are harmless and help us. She said that they eat flies, mosquitos, and other insects. Some spider silk is used in telescopes. Jane also said that spiders live all over the world – in houses, barns, and fields. Some live on mountain tops and others in water.

____ a) Jane always kills spiders.
____ b) Jane is careful not to kill most spiders.
____ c) Spiders will learn how to protect themselves.
____ d) Harriet will know of the value of spiders to man.

3. Frances feels like crying whenever she doesn't get her way. She will not stay around anyone who might find fault with her for anything at all. Once she stayed home from school because her teacher said her paper wasn't the best.

____ a) Frances will look for a job where she is sure she can do better than anyone else.
____ b) She will get bored with the people she works with.
____ c) Her boss will ask a lot of her.
____ d) Her boss will say the work is not perfect, and she will quit.

MORE QUESTIONS - - NEXT PAGE

YELLOW FORM

3. "Clearance, 10 feet." That's what Dad said as he measured from the bottom to the top of the garage door. Then he found that our new trailer was 10 feet and ½ inches high. He certainly didn't want to take a chance on damaging the trailer by scraping it on the garage.

How could Dad most easily get the trailer in the garage?

____ a) He could dig up the cement driveway to make the entrance bigger.

____ b) He could let some air out of the tires to lower the trailer.

____ c) He could call the carpenter to cut a bigger garage door.

4. A man ran into a restaurant and sat down at the counter. He whispered something to the waitress. She left and returned in a few minutes with a glass of water, which she put down in front of him. Before he could drink it, she struck him sharply on the back. The man looked surprised. He waited for a few minutes, then smiled and thanked her as he left the restaurant.

Why did this scene take place?

____ a) The man wanted to take a pill.

____ b) The man had fallen asleep.

____ c) The man wanted to be cured of the hiccups.

5. "Paul, what's that smeared all over your face?" Julio looked down at the younger boy and his little sister from his high position on the stool.

"It's candy," Paul said. "Mrs. Stern gave it to me when I took the groceries to her."

"Look, Paul," Julio said, "you know the rules of my business. Anything a customer gives you when you're working for me is half mine. Fifty-fifty. That was our agreement. OK?"

What type of business is Julio running?

____ a) He sells candy.

____ b) He makes deliveries.

____ c) He babysits.

STOP

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MAKING DEDUCTIONS FROM FACTUAL INFORMATION
CONCLUSIONS (Test 9, Form B)

YELLOW FORM

Name________________________________

an IOX objectives-based test

DIRECTIONS. Read each paragraph and the question which follows it. Mark an "X" next to the answer that is true based on what you have read in the paragraph. The example is done for you.

EXAMPLE: There is plenty of water in the world. The amount of water has hardly changed at all since the earth was formed. Oceans and inland salt-water seas make up 97.2% of the water in the world. Fresh water, mostly in ice-caps and glaciers, makes up the other 2.8%.

Why do we always hear of shortages of drinking water?

_X_ a) Most of the water on earth is in the salty oceans or frozen and cannot be used for drinking.

____ b) People have always wasted water, but we are just now realizing it.

____ c) There is simply not enough ocean water to go around.

---

1. Balloon flight was one of man's first experiments which let him escape into the air. Since heat rises, some of the first balloon experiments used heated air to make the balloon rise. When hydrogen was discovered to be lighter than air, it, too, was used in balloon flight. In both cases, it was easy to bring the balloon back to the ground.

Once in the air, how did man bring his heated balloon down to the ground?

____ a) The air in the balloon was allowed to become cold.

____ b) Hydrogen was added to the balloon.

____ c) The balloon was loaded with weights to bring it down.

2. Jack Smity was driving out to his uncle's ranch one day. Suddenly, when he was about a mile from the next town, his front tire blew out. He took the spare tire from his trunk and was going to change tires. However, he found that four of the five screws had fallen off before the blowout. He knew that he could drive with four screws -- or even with three -- but he couldn't drive with only one screw. He remembered that there was a service station about three miles up the road.

What could he do to fix the tire most quickly?

____ a) He could start walking back the way he had come to look for the lost screws.

____ b) He could walk to the service station to buy new screws and walk back.

____ c) He could take a screw from each of the other three tires and put them on the fourth tire.

MORE QUESTIONS -- NEXT PAGE

SIMPLE LOGICAL REASONING
CONCLUSIONS (Test 2, Form B)

YELLOW FORM

Name____________________

an IOX objectives-based test

DIRECTIONS. Mark an "X" next to the word that best completes the sentence.

EXAMPLE: Jim and his dog are going fast together. Jim's dog

____a) sleeps _X_ b) runs ____c) eats

---

1. All of Janet's pets are dogs. Janet's pets

____a) talk ____b) bark ____c) sing

2. Mother has spilled some milk on the floor, and now she must clean up the mess. Mother is using a

____a) mop ____b) book ____c) pan

3. The children love to ride. At the park, they looked for a

____a) cat ____b) bird ____c) pony

4. All the children had smiling faces. The children were

____a) happy ____b) sad ____c) mad

5. In many places, it rains often in the winter. In these places, the ground is often

____a) brown ____b) wet ____c) hard

STOP

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APPENDIX F

Student Attitude Inventory

Used to Assess Students' Attitudes
Toward School and Learning

School and pupil Inventory

Your Name ________________________________

Name of School ____________________________

Name of Teacher ___________________________

I am in (check the one the examiner tells you):

___3 on 2 HEP
___3 on 2 Non-HEP
___Self-Contained HEP
___Self-Contained Non-HEP
___Modified 3 on 2 HEP
___Modified 3 on 2 Non-HEP

Please show whether each statement in this booklet is true or untrue for you by marking an "X" on "True" if the sentence is true most of the time or "Untrue" if it is not true most of the time.

For example:

1. I like to play with my friends at school. ~~True~~ Untrue
2. I like swimming. True ~~Untrue~~

There are no right or wrong answers, so respond to each item as honestly as you can.

Your examiner will read aloud each statement for you, and then give you time to mark your choice.

Now turn the page.

1. School work is fairly easy for me. True Untrue

2. I should get along better with other children than I do. True Untrue

3. Each morning I look forward to coming to school. True Untrue

4. I am a cheerful person. True Untrue

5. When I run out of work to do at school, I usually need a teacher to help me get started on something else. True Untrue

6. There are many different things in my class from which I I can choose what I would like to do. True Untrue

7. There are too many children in my class. True Untrue

8. My teachers usually like me. True Untrue

9. It is hard for me to stay happy at school because I wish I could be somewhere else. True Untrue

10. I would rather decide by myself what to do at school than have a teacher tell me what to do. True Untrue

11. I am popular with kids my own age. True Untrue

12. I do not enjoy being in school. True Untrue

13. I can be trusted. True Untrue

14. My teacher gives me as many chances as other children to do special jobs in my classroom. True Untrue

15. I forget most of what I learn. True Untrue

16. Most school days seem like they will never end. True Untrue

17. Girls seem to like me. True Untrue

18. I enjoy most of the things that go on in my classroom. True Untrue

19. I can't seem to do things right. True Untrue

20. My teacher treats me fairly. True Untrue

21. Most people are much better liked than I am. True Untrue

22. I often volunteer to do things in class. True Untrue

23. I don't like having to go to school. True Untrue

24. I am easy to like. True Untrue

25. I usually need a teacher to help me finish my class work. True Untrue

26. I get scared when I have to go to the office. True Untrue

27. I am really happy in school. True Untrue

28. I'm afraid to tell my teacher when I don't understand something. True Untrue

29. Boys seem to like me. True Untrue

30. When I have a problem on the school grounds at recess, I know I can find someone to help me. True Untrue

31. I like to have a teacher tell me what to do next in my school work. True Untrue

32. I like being the way I am. True Untrue

33. My teacher unfairly punishes the whole class. True Untrue

34. I feel good when I'm at school because it's fun. True Untrue

35. I am often unhappy. True Untrue

36. I am proud of my school work. True Untrue

37. I feel like my teacher doesn't like me when I do something wrong. True Untrue

38. I am among the last to be chosen for teams. True Untrue

39. When I finish my work at school, I can usually figure out something worthwhile to do next. True Untrue

40. I like to stay home from school. True Untrue

41. I am a good reader. True Untrue

42. I often feel ashamed of myself. True Untrue

43. My classmates think I am a poor student. True Untrue

44. In class, my teacher allows us to make many decisions together. True Untrue

45. When I do something wrong in class, I know I will get a second chance. True Untrue

46. It is hard for me to make friends. True Untrue

47. I am a good person. True Untrue

48. My teacher lets our class plan things we can do together as a group. True Untrue

49. I wish I had more close friends. True Untrue

50. My teacher doesn't want to hear the children's ideas on classroom rules and behavior. True Untrue

51. I like to choose my own activities in class. True Untrue

52. I wish I were someone else. True Untrue

53. I'm very happy when I'm at school. True Untrue

54. Others find me hard to be friendly with. True Untrue

55. I don't think there is very much to do in this class. True Untrue

56. Other children think I am fun to be with. True Untrue

57. A teacher needs to tell me what I should do in school. True Untrue

58. I am not doing as well in school as I would like to. True Untrue

59. My teacher bosses the children around. True Untrue

60. I am good in my school work. True Untrue

61. My teacher gets angry if the class isn't quiet. True Untrue

62. I don't like to be called on in class. True Untrue

63. My class is exciting. True Untrue

64. I can't be depended on. True Untrue

65. I think that pupils should be able to find new work for themselves in school. True Untrue

66. I don't like school because it's too much work. True Untrue

APPENDIX G

Questionnaires and Instructions

Principals
Teachers
Parents

INSTRUCTIONS TO THE PRINCIPAL

Enclosed in this packet are the following materials:

1) Principal's Questionnaire (one)

2) Teachers' Questionnaires (one for every K-3 teacher)

3) Parents' Questionnaire (one for each self-contained K-3 classroom and one for each grade level of K-3 3 on 2 classrooms)

Instructions for completing the Principal's Questionnaire are in the attached cover letter.

Copies of the Teacher Questionnaire should be distributed to every teacher at the K, 1, 2, and 3 grade levels. The number of Teacher Questionnaires enclosed is based on information from the Department of Education. Copies may be made if there are shortages; extra copies should be discarded.

Please stress the importance of these questionnaires to your teachers. The information to be obtained from them is vital to the evaluation, and therefore, a high response rate is essential. Ask your teachers to inform you when they have mailed the questionnaire and keep track of the number of responses. This tally will be the only means of identifying areas of low response should followup be necessary, because we are not asking teachers to put their names on the questionnaires. (Note: If the evaluation team needs to know the response rate from your school, it will be requested within a month of distribution of the questionnaires; if it is not required by the end of that month, you may discard the information.)

Also, please distribute one Parent Questionnaire to every K-3 self-contained teacher and two to every K-3 3 on 2 team. On a colored page attached to parent questionnaires, teachers will find instructions to them on how to choose the child in their class whose parents will receive the questionnaire. A copy of these instructions is included with your questionnaire. Please familiarize yourself with these directions so that you can help teachers if necessary.

The Parent Questionnaires are a very important component of the evaluation. It would help ensure that the questionnaires actually reach the parents if they were sent home with some other important document (report card, student evaluation, etc.) that the student recognizes as important and will deliver. Teachers should check with the student (when possible) to determine if the questionnaire actually reached the home.

If you encounter problems with the materials or distribution procedures that cannot be solved through your own best judgment or discussion with other principals, please call Dr. Dean Nafziger of the Northwest Regional Educational Laboratory collect at 503-248-6946. Hours are 8:30-5:00 Pacific Time (5:30 to 2:00 Hawaii Time).

Your cooperation in ensuring the quality of this evaluation is appreciated.

INSTRUCTIONS TO TEACHERS

Distribution of Parents' Questionnaires

The parent questionnaire will help us gather important information for use in the 3 on 2 evaluation. It is necessary for the teacher to give the questionnaire to a specific student who will then deliver it to his or her home. The parent(s) will then mail the questionnaire directly to the evaluation team. Either or both of the child's parents (or guardians when necessary) may complete the questionnaire.

There are two important considerations in making this a successful data collection effort:

1. Distributing the questionnaire randomly to parents, and

2. Ensuring that the questionnaires are delivered to the home.

1. Distributing the Questionnaire Randomly

If you are a teacher on a DOE funded 3 on 2 team, your team should receive two parent questionnaires. If you are not part of a funded 3 on 2 team, you should receive one questionnaire. Self-contained teachers select one child per class. 3 on 2 teams select one child for each grade level in the classroom.

The following procedure is used to determine which households receive the questionnaire. An alphabetic class enrollment list is required. 3 on 2 teams need two lists, one for the lower grade of the combination and one for the upper level.

1. Using the alphabetic class list, count the number of students on the list.

2. Multiply the number of students by the last two digits of the teacher's social security number.

3. Divide the product by 100.

4. Drop any decimal part of the answer.

5. Add one to the whole number that results.

This final answer is the number of the child on the list to receive the parent questionnaire. This procedure will always give you a number of a student on your list.

Example: In the example below, Mr. Jones, a self-contained teacher, has 26 students in his class. His Social Security number is 304-54-0861. To determine the child to deliver the questionnaire, Mr. Jones multiplies 26 by 61. After dividing the product by 100, he gets 15.86; dropping the decimal portion gives 15. Adding 1 gives 16; thus the quesionnaire will be given to the 16th child in the alphabetic list.

STEP 1	STEP 2	STEP 3	STEPS 4 & 5
Mr. Jones counts students on alphabetical list	26 x 61 1586	15.86 100/1586	15 + 1 16

As another example, Mrs. Johnson, Mrs. Loo and Mr. Sanchez teach grades K-1 in a 3 on 2 class. Between them, they should give out two questionnaires--one to a kindergartner and one to a 1st grader. The team decides that Mrs. Johnson will pick the kindergartner and Mr. Sanchez will pick the 1st grader. The team has 29 kindergarten students and 31 first grade students. Mrs. Johnson's Social Security number is 648-36-9601; Mr. Sanchez's is 271-46-7375.

Mrs. Johnson

29 x(0)1 29	0.29 100/29	0 + 1 1	Mrs. Johnson selects 1st student on the alphabetical list of kindergartners.

Mr. Sanchez

31 x 75 2325	23.25 100/2325	23 + 1 24	Mr. Sanchez selects 24th student on the alphabetical list of 1st graders.

Please keep track of the students to whom the questionnaire was given in case a low response rate makes followup necessary.

2. Ensuring Delivery to the Home

It is important to get as many questionnaires returned as possible. We recognize that many messages from the school fail to get delivered to the home. These suggestions may help increase the response rate.

1. Impress the student with the importance of delivering the questionnaire to the home.
2. Whenever possible, send the questionnaire home with a document (report card, student evaluation, etc.) that the child perceives as important and that the parents expect to receive.

Your cooperation in ensuring the quality of this evaluation is appreciated.

QUESTIONS ON THESE PROCEDURES SHOULD BE DIRECTED TO THE PRINCIPAL. THANK YOU.

[1]

PRINCIPAL SURVEY

EVALUATION OF HAWAII 3 ON 2 PROGRAM

[7] District: ______________________________

Directions: Please answer each of the following questions according to the instructions given with each. On the final question you can write in any additional comments you may have about the 3 on 2 Program. Please ignore the numbers in the left hand margin; they will be used only for data processing purposes.

1. How many classes (grades kindergarten through third) have you of each of the following types?

3 ON 2 (Include any instructional situation in which 3 on 2 funds are used)

(Number)

[8,9] ____ Three teachers with approximately 50-70 students

[10,11] ____ Two teachers and a full-time aide with approximately 50-70 students

[12,13] ____ Six teachers with approximately 100-140 students

[14,15] ____ Four teachers and two full-time aides, with approximately 100-140 students

[16,17] ____ Other variations (please specify)

____

____

SELF-CONTAINED (Include any instructional situations in which NO 3 on 2 funds are used)

(Number)

[18,19] ____ One teacher with approximately 25-35 students

[20,21] ____ One teacher and a full-time aide, with approximately 25-35 students

[22,23] ____ One teacher and a part-time aide(s) with approximately 25-35 students

[24,25] ____ Two teachers with approximately 50-70 students

[26,27] ____ Other variations (please specify)

____

____

[28] 2. Who was primarily responsible for the decision to implement (or not to implement) the 3 on 2 Program in your school? (Check one)

a. ____ The teaching staff

b. ____ The principal

c. ____ The District Superintendent

d. ____ The Department of Education

e. ____ I don't know, since I was not the principal of the school at the time the decision was made

3. a. How adequately prepared do you feel to provide supervision in each of the areas listed below? (Please circle one for each area.)

		Very poorly prepared				Very well prepared
[29]	Individualization of instruction	1	2	3	4	5
[30]	Teaming process	1	2	3	4	5
[31]	Improving children's self concept	1	2	3	4	5
[32]	Interpersonal relationships	1	2	3	4	5
[33]	Improving student self-direction	1	2	3	4	5
[34]	Hawaii English Program training	1	2	3	4	5

b. Seven areas of inservice training are listed below. For each area, if you have received training, please check under "PARTICIPATION" whether the training was sponsored by the Department of Education (DOE) or whether you received it from some other source (e.g., enrolled independently in a university course). For those areas where you have had training, indicate the extent to which you feel the inservice was effective in preparing you for your role as a principal.

		PARTICIPATION (check one)		EFFECTIVENESS (check one)				
		DOE Sponsored	Non-DOE Sponsored	Very Great	Great	Moderate	Little	Very Little or None
[35, 36]	a. 3 on 2 orientation	___	___	___	___	___	___	___
[37, 38]	b. individualization of instruction	___	___	___	___	___	___	___
[39, 40]	c. teaming processes	___	___	___	___	___	___	___
[41, 42]	d. improving children's self-concept	___	___	___	___	___	___	___
[43, 44]	e. interpersonal relationships	___	___	___	___	___	___	___
[45, 46]	f. improving student self-direction	___	___	___	___	___	___	___
[47, 48]	g. Hawaii English Program training	___	___	___	___	___	___	___

[49] 4. a. What do you feel should happen to the 3 on 2 Program at the kindergarten to third grade levels? (Check one.)

___ expand it to more classrooms

___ keep it at its present level

___ reduce it to fewer classes

___ eliminate it

[50] b. Do you feel the 3 on 2 Program should be provided at the fourth to sixth grade level? (Check one)

___ Yes ___ No ___ I don't know

[51] 4. c. How important do you feel it is to keep 3 on 2 as an option for those schools, students, and teachers who want it? (Check one)

___ Very important ___ Somewhat important ___ Not important

[52] d. If it were possible, how important do you feel it is that there be a self-contained classroom at every grade (K-3) in every school?

___ Very important ___ Somewhat important ___ Not important

IF YOUR SCHOOL HAS ONLY 3 ON 2 CLASSES, SKIP TO QUESTION 9.

IF YOUR SCHOOL HAS ONLY SELF-CONTAINED CLASSES, SKIP TO QUESTION 16.

IF YOUR SCHOOL HAS BOTH 3 ON 2 CLASSES AND SELF-CONTAINED CLASSES, PLEASE ANSWER THE FOLLOWING QUESTIONS (THROUGH 16).

[53] 5. In our school:

a. ___ The students with learning and/or behavior problems tend to get assigned to self-contained classrooms.

b. ___ The students with learning and/or behavior problems tend to get assigned to 3 on 2 classrooms.

c. ___ The students with learning and/or behavior problems are equitably divided between 3 on 2 and self-contained classrooms.

[54] 6. Have the parents of the children in your school been given a choice as to whether their kindergarten through third grade children would be in a self-contained or a 3 on 2 classroom? (Check one)

___ Yes ___ No ___ I'm not certain

7. Below is a list of 14 areas of content, knowledge and personal development in which children can evidence growth. For each of the 14 areas, please compare your perception of the overall progress made this year by children in 3 on 2 classes and those at the same grade levels in self-contained classes:

		More Progress in 3 on 2 Classes	No Differences	More Progress in Self-Contained Classes
[55]	a. Reading	____	____	____
[56]	b. Becoming a more independent learner	____	____	____
[57]	c. Arithmetic	____	____	____
[58]	d. Taking an interest in school	____	____	____
[59]	e. Science	____	____	____
[60]	f. Exercising self-control	____	____	____
[61]	g. Music	____	____	____
[62]	h. Communicating with adults	____	____	____
[63]	i. Art	____	____	____
[64]	j. Getting along with other children	____	____	____
[65]	k. Physical education	____	____	____
[66]	l. Using time wisely	____	____	____
[67]	m. Developing a more positive self-concept	____	____	____
[68]	n. Social studies	____	____	____

8. Comparing the 3 on 2 classes to the self-contained classes (on a per-pupil basis), please answer each of the following questions:

[69] a. The 3 on 2 classes, as compared to the self-contained classes, received: (Circle one)

More parent complaints

About the same number of parent complaints

Fewer parent complaints

[70] b. In the 3 on 2 classes, as opposed to the self-contained classes, there were: (Circle one)

More problems of interfaculty cooperation

About the same number of problems

Fewer problems of interfaculty cooperation

[71] c. The 3 on 2 classes, as compared to the self-contained classes, have access to: (Circle one)

More AV material and equipment

About the same amount of AV materials and equipment

Less AV material and equipment

**[72] d. Is there a difference in the number of problems referred to the principal or counselor in the 3 on 2 classes as compared to the self-contained classes? (Circle one)

More discipline problems referred to the principal or counselor

About the same number of discipline problems referred to the principal or counselor

Fewer discipline problems referred to the principal or counselor

9. Below is a list of types of children. Next to each is (1) a place for you to mark if you think that the 3 on 2 class is NOT appropriate for this type of child, (2) a place for you to mark if you think that the self-contained class is NOT appropriate for this type of child, and (3) a place for you to mark if you believe both ARE appropriate for this type of child.

		A 3 on 2 classroom is NOT appropriate for this type of child	A self-contained classroom is NOT appropriate for this type of child	Both ARE appropriate for this type of child
[7]	a. Children with specific learning disabilities	____	____	____
[8]	b. Children with short attention spans	____	____	____
[9]	c. High ability children	____	____	____
[10]	d. Average ability children	____	____	____
[11]	e. Low ability children	____	____	____
[12]	f. Children who lack self-direction	____	____	____
[13]	g. Children with behavior problems	____	____	____
[14]	h. Shy children	____	____	____
[15]	i. Kindergarten children	____	____	____
[16]	j. Children in third grade	____	____	____
[17]	k. Economically disadvantaged children	____	____	____
[18]	l. Children from wealthy communities	____	____	____

[19] 10. In general, do parents understand enough about the 3 on 2 Program (or schooling in general) to choose whether their children would be in a self-contained or a 3 on 2 classroom? (Check one)

____ Yes ____ No

11. Below is a list of statements. To what extent are these statements goals of the 3 on 2 classes in your school? (Check one for each goal)

		Very Great	Great	Moderate	Little	Very Little or None
[20]	a. Improved acquisition of reading skills	___	___	___	___	___
[21]	b. Promoting students' positive and realistic self-concept	___	___	___	___	___
[22]	c. Providing art instruction	___	___	___	___	___
[23]	d. Peer tutoring by students	___	___	___	___	___
[24]	e. Improved acquisition of mathematics knowledge and skills	___	___	___	___	___
[25]	f. Counseling individual students	___	___	___	___	___
[26]	g. Individual diagnosis of student learning styles	___	___	___	___	___
[27]	h. Providing music instruction	___	___	___	___	___
[28]	i. Assessment of each pupil's educational progress	___	___	___	___	___
[29]	j. Providing a language arts program instruction	___	___	___	___	___
[30]	k. Helping students to establish satisfying interpersonal relationships	___	___	___	___	___
[31]	l. Allowing students to progress at their own rate of learning	___	___	___	___	___
[32]	m. One-to-one teacher to pupil instructional activities	___	___	___	___	___
[33]	n. Providing social studies instruction	___	___	___	___	___
[34]	o. Small group instruction	___	___	___	___	___

(continued)

	11. (continued)	Very Great	Great	Moderate	Little	Very Little or None
[35]	p. Providing instruction in the physical sciences	___	___	___	___	___
[36]	q. Flexible use of classroom space	___	___	___	___	___
[37]	r. Evaluation of student learning	___	___	___	___	___
[38]	s. Flexibility in grouping pupils	___	___	___	___	___
[39]	t. Planning and conducting conferences with parents	___	___	___	___	___
[40]	u. Promoting pupil's self-direction with respect to their own learning	___	___	___	___	___
[41]	v. Planning for instruction	___	___	___	___	___

[42] 12. In your opinion, are the goals that are unique to the 3 on 2 program realistic and feasible? (Check one)

___ Yes ___ No ___ I'm not sure

13. How would you characterize your own involvement in each of the following areas? (Circle one for each area)

		Not at all involved				Involved to a considerable extent
[43]	a. Developing 3 on 2 guidelines	1	2	3	4	5
[44]	b. Recommending in-service training activities for the 3 on 2 program	1	2	3	4	5
[45]	c. Helping 3 on 2 teachers to implement the program	1	2	3	4	5
[46]	d. Observing 3 on 2 classes	1	2	3	4	5

14. Listed below are some statements about the 3 on 2 Program. For each statement, please indicate the extent to which you agree or disagree that the statement is true for 3 on 2. Circle SD for strongly disagree, D for disagree, ? for don't know, A for agree, and SA for strongly agree.

In the 3 on 2 Program:

[47]	a.	children receive more individual attention from a teacher than in self-contained classrooms.	SD	D	?	A	SA
[48]	b.	children are confused with 3 adults in one room.	SD	D	?	A	SA
[49]	c.	children do not receive adequate discipline.	SD	D	?	A	SA
[50]	d.	children can find at least one of the 3 adults with whom they can get along.	SD	D	?	A	SA
[51]	e.	children in a 3 on 2 class learn from each other.	SD	D	?	A	SA
[52]	f.	children are distracted from learning by the noise and movement in the class.	SD	D	?	A	SA
[53]	g.	older children waste time tutoring younger ones.	SD	D	?	A	SA
[54]	h.	the 3 on 2 program is too expensive.	SD	D	?	A	SA
[55]	i.	teachers work together as a team and share their particular talents.	SD	D	?	A	SA
[56]	j.	children have a greater variety of materials and adults to work with than in a self-contained classroom.	SD	D	?	A	SA
[57]	k.	children who are shy or having learning problems tend to get lost in a large group.	SD	D	?	A	SA
[58]	l.	the classroom is sufficiently structured.	SD	D	?	A	SA
[59]	m.	teachers have a greater chance for professional growth than teachers in self-contained classrooms.	SD	D	?	A	SA
[60]	n.	when a teacher is absent, the students' instructional program is not interrupted.	SD	D	?	A	SA
[61]	o.	the 3 on 2 program lacks adequate leadership at the district and state levels.	SD	D	?	A	SA
[62]	p.	the 3 on 2 teachers have not received adequate in-service training.	SD	D	?	A	SA

(continued)

14. (continued)

[63]	q.	teachers share their perceptions of a child with a fellow teacher before taking action.	SD	D	?	A	SA
[64]	r.	children are motivated to learn because they have an opportunity to explore their own interests.	SD	D	?	A	SA
[65]	s.	the 3 on 2 program is limited by a lack of specificity about program goals and procedures.	SD	D	?	A	SA
[66]	t.	most of the teachers in our school now working in 3 on 2 are there because they prefer it to self-contained classes.	SD	D	?	A	SA
[67]	u.	children who have been in the 3 on 2 program have no difficulties adjusting to regular classrooms when they grow older or move.	SD	D	?	A	SA
[68]	v.	in 3 on 2, too much time is spent on non-instructional activities.	SD	D	?	A	SA
[69]	w.	parents are adequately involved in the decision about placing their child in 3 on 2.	SD	D	?	A	SA
[70]	x.	teachers have not been adequately involved in developing the 3 on 2 implementation guides.	SD	D	?	A	SA
[71]	y.	teachers in 3 on 2 were asked what kinds of in-service training they needed.	SD	D	?	A	SA
[72]	z.	the principals have not provided adequate support for the 3 on 2 teams.	SD	D	?	A	SA

[73] 15. If it were possible for your school to retain the personnel and financial resources now used for 3 on 2 in your school, but you were given flexibility in how to use it, which of the following options would you be most include to favor for your school? (Check one)

____ continuing the 3 on 2 program as it now exists in my school

____ continuing the 3 on 2 program, but revising it as follows:

____ reducing class size in self-contained classes

____ providing or assigning specialists in art, music or physical education

____ providing or assigning remedial reading specialists

____ hiring additional aides

____ other (please explain in the space below)

16. Are there other comments you would like to make about the 3 on 2 Program? If so, please write them in the space below.

THANK YOU FOR YOUR TIME!

Please return this questionnaire in the stamped, self-addressed envelope to Assessment Program, Northwest Regional Educational Laboratory, 710 S. W. 2nd Avenue, Portland, Oregon 97204.

[1] **TEACHER QUESTIONNAIRE**

EVALUATION OF HAWAII 3 ON 2 PROGRAM

[7] District: ______________________________

Directions: Please answer each of the following questions according to the instructions given with each. On the final question you can write in any additional comments you may have about the 3 on 2 Program. Please ignore the numbers in the left hand margin; they will be used only for data processing purposes.

1. We would like to know whether or not you teach in an instructional team which is partly supported by 3 on 2 funds. We would also like to know what number of teachers, aides and students are involved in your teaching situation. (We recognize that there are instances of teachers using aides or setting up team teaching arrangements independent of 3 on 2 support.) Therefore, will you please respond to this item in the following way:

   If 3 on 2 funds are used in your teaching situation (i.e., to support you or another teacher or aide with whom you team), answer all parts of question A below.

   If 3 on 2 funds are NOT used in your teaching situation, answer all parts of question B below.

   If you do not know whether 3 on 2 funds are used, please ask your principal and then answer A or B, whichever is appropriate.

   A. I teach in a situation supported in part by 3 on 2 funds (include all modified 3 on 2 approaches here also) at the following grade level(s): (Check any that apply)

[8,9,10,11]

____ K ____ 2

____ 1 ____ 3

Which of the following best describes the number of instructors and students in your teaching situation? (Check one)

[12] ____ Three teachers, with approximately 50-70 students

[13] ____ Two teachers and a full-time aide, with approximately 50-70 students

[14] ____ Six teachers, with approximately 100-140 students

[15] ____ Four teachers and two full-time aides, with approximately 100-140 students

[16] ____ Other variations (please specify)

____

IF YOU ANSWERED QUESTION A, YOU WILL BE REFERRED TO AS A TEACHER OF A 3 ON 2 CLASS IN THE REMAINDER OF THIS QUESTIONNAIRE.

B. I teach in a situation in which no 3 on 2 funds are used at the following grade level(s): (Check any that apply)

[17,18,19,20]

_____ K _____ 2

_____ 1 _____ 3

Which of the following best describes the number of instructors and students in your teaching situation? (Check one)

[21] _____ One teacher, with approximately 25-35 students

[22] _____ One teacher and a full-time aide, with approximately 25-35 students

[23] _____ One teacher and part-time aide(s), with approximately 25-35 students

[24] _____ Two teachers, with approximately 50-70 students

[25] _____ Other variations (please specify)

____

IF YOU ANSWERED QUESTION B, YOU WILL BE REFERRED TO AS A TEACHER OF A SELF-CONTAINED CLASS IN THE REMAINDER OF THIS QUESTIONNAIRE.

[26] 2. Do you use the Hawaii English Program (HEP) in your classroom? (Check one)

_____ Yes _____ No

[27,28] 3. Prior to the 1975-76 school year, how many years (if any) have you taught in a self-contained elementary classroom in Hawaii?

_____ Years

[29] 4. Prior to the 1975-76 school year, how many years (if any) have you taught in a 3 on 2 classroom in Hawaii?

_____ Years

[30] 5. Who was primarily responsible for the decision to implement (or not to implement) the 3 on 2 Program in your school? (Check one)

a. _____ The teaching staff

b. _____ The principal

c. _____ The District Superintendent

d. _____ The Department of Education (DOE)

e. _____ I don't know

[31] 6. Have the parents of the children in your school been given a choice as to whether their children (kindergarten through third grade) would be in a self-contained or a 3 on 2 classroom? (Check one)

____ Yes ____ No ____ I don't know

[32] 7. In general, do parents understand enough about the 3 on 2 Program (or schooling in general) to make that choice wisely? (Check one)

____ Yes ____ No ____ I don't know

8. Below is a list of types of children. Next to each is (1) a place for you to mark if you think that the 3 on 2 class is NOT appropriate for this type of child, (2) a place for you to mark if you think that the self-contained class is NOT appropriate for this type of child, and (3) a place for you to mark if you believe both ARE appropriate for this type of child.

	A 3 on 2 classroom is NOT appropriate for this type of child	A self-contained classroom in NOT appropriate for this type of child	Both ARE appropriate for this type of child
[33] a. Children with specific learning disabilities	____	____	____
[34] b. Children with short attention spans	____	____	____
[35] c. High ability children	____	____	____
[36] d. Average ability children	____	____	____
[37] e. Low ability children	____	____	____
[38] f. Children who lack self-direction	____	____	____
[39] g. Children with behavior problems	____	____	____
[40] h. Shy children	____	____	____
[41] i. Kindergarten children	____	____	____
[42] j. Children in third grade	____	____	____
[43] k. Economically disadvantaged children	____	____	____
[44] l. Children from wealthy communities	____	____	____

[45] 9. In our school (Check one):

a. _____ the students with learning and/or behavior problems tend to get assigned to self-contained classrooms

b. _____ the students with learning and/or behavior problems tend to get assigned to 3 on 2 classrooms.

c. _____ the students with learning and/or behavior problems are equitably divided between 3 on 2 and self-contained classrooms.

d. _____ I don't know where students with learning and/or behavior problems were placed.

IF YOU TEACH SELF-CONTAINED CLASSES, SKIP TO QUESTION 13.

IF YOU TEACH 3 ON 2 CLASSES, CONTINUE ON HERE, ANSWERING QUESTION 10 AND ALL REMAINING QUESTIONS.

[46] 10. On what basis were you assigned to the 3 on 2 Program? (Check one)

a. _____ I volunteered

b. _____ The principal assigned me without my volunteering

c. _____ We had a choice between forming 3 on 2 teams or losing a faculty position at this school

d. _____ Other (please explain) ____

____

11. On what basis was your 3 on 2 team formed? (Check any [illegible]t apply)

[47] a. _____ on the basis of personal compatibility

[48] b. _____ on the basis of shared philosophies of education (e.g., agreement on matters of discipline, basic skills, etc.)

[49] c. _____ to balance subject matter expertise

[50] d. _____ to balance teaching styles

[51] e. _____ self-selection by teachers

[52] f. _____ I don't know

[53] g. _____ Other (please explain) ____

____

12. What have you been able to learn from working with other teachers on your 3 on 2 team? (Check any that are appropriate)

[54] a. ____ instructional techniques in langauge arts

[55] b. ____ instructional techniques in mathematics

[56] c. ____ instructional techniques in music, art or physical education

[57] d. ____ ways to individualize instruction

[58] e. ____ classroom management techniques

[59] f. ____ other techniques, ideas, etc. (please list)

____

____

**[60] g. ____ I have not learned anything from the other teachers on the 3 on 2 team.

13. Below is a list of statements. To what extent are these statements goals of your class? (Check one for each goal)

		Very Great	Great	Moderate	Little	Very Little or None
[7]	a. Improved acquisition of reading skills	___	___	___	___	___
[8]	b. Promoting students' positive and realistic self-concept	___	___	___	___	___
[9]	c. Providing art instruction	___	___	___	___	___
[10]	d. Peer tutoring by students	___	___	___	___	___
[11]	e. Improved acquisition of mathematics knowledge and skills	___	___	___	___	___
[12]	f. Counseling individual students	___	___	___	___	___
[13]	g. Individual diagnosis of student learning styles	___	___	___	___	___
[14]	h. Providing music instruction	___	___	___	___	___
[15]	i. Assessment of each pupil's educational progress	___	___	___	___	___

13. (continued)

		Very Great	Great	Moderate	Little	Very Little or None
[16]	j. Providing a language arts program instruction	___	___	___	___	___
[17]	k. Helping students to establish satisfying interpersonal relationships	___	___	___	___	___
[18]	l. Allowing students to progress at their own rate of learning	___	___	___	___	___
[19]	m. One-to-one teacher to pupil instructional activities	___	___	___	___	___
[20]	n. Providing social studies instruction	___	___	___	___	___
[21]	o. Small group instruction	___	___	___	___	___
[22]	p. Providing instruction in the physical sciences	___	___	___	___	___
[23]	q. Flexible use of classroom space	___	___	___	___	___
[24]	r. Evaluation of student learning	___	___	___	___	___
[25]	s. Flexibility in grouping pupils	___	___	___	___	___
[26]	t. Planning and conducting conferences with parents	___	___	___	___	___
[27]	u. Promoting pupil's self-direction with respect to their own learning	___	___	___	___	___
[28]	v. Planning for instruction	___	___	___	___	___

[29] 14. In your opinion, are the goals that are unique to the 3 on 2 Program realistic and feasible? (Check one)

___ Yes ___ No ___ Not sure

15. We recognize that students vary considerably in their ability and progress. However, we are interested in your perception of the average progress that students in your class made this year. In other words, how much progress on the average do you feel your class has made this year in the following areas: (Check one for each item)

		Students' progress was:	Very Great	Great	Moderate	Little	Very Little or None
[30]	a.	Reading	___	___	___	___	___
[31]	b.	Becoming a more independent learner	___	___	___	___	___
[32]	c.	Arithmetic	___	___	___	___	___
[33]	d.	Taking an interest in school	___	___	___	___	___
[34]	e.	Science	___	___	___	___	___
[35]	f.	Exercising self-control	___	___	___	___	___
[36]	g.	Music	___	___	___	___	___
[37]	h.	Communicating with adults	___	___	___	___	___
[38]	i.	Art	___	___	___	___	___
[39]	j.	Getting along with other children	___	___	___	___	___
[40]	k.	Physical education	___	___	___	___	___
[41]	l.	Using time wisely	___	___	___	___	___
[42]	m.	Developing a more positive self concept	___	___	___	___	___
[43]	n.	Social studies	___	___	___	___	___

16. Listed below are some statements about the 3 on 2 Program. For each statement, please indicate the extent to which you agree or disagree that the statement is true for 3 on 2. Circle SD for strongly disagree, D for disagree, ? for don't know, A for agree, and SA for strongly agree.

In the 3 on 2 Program:

[44]	a.	children receive more individual attention from a teacher than in self-contained classrooms.	SD	D	?	A	SA
[45]	b.	children are confused with 3 adults in one room.	SD	D	?	A	SA
[46]	c.	children do not receive adequate discipline.	SD	D	?	A	SA
[47]	d.	children can find at least one of the 3 adults with whom they can get along.	SD	D	?	A	SA
[48]	e.	children in a 3 on 2 class learn from each other.	SD	D	?	A	SA
[49]	f.	children are distracted from learning by the noise and movement in the class.	SD	D	?	A	SA
[50]	g.	older children waste time tutoring younger ones.	SD	D	?	A	SA
[51]	h.	the 3 on 2 program is too expensive.	SD	D	?	A	SA
[52]	i.	teachers work together as a team and share their particular talents.	SD	D	?	A	SA
[53]	j.	children have a greater variety of materials and adults to work with than in a self-contained classroom.	SD	D	?	A	SA
[54]	k.	children who are shy or having learning problems tend to get lost in a large group.	SD	D	?	A	SA
[55]	l.	the classroom is sufficiently structured.	SD	D	?	A	SA
[56]	m.	teachers have a greater chance for professional growth than teachers in self-contained classrooms.	SD	D	?	A	SA
[57]	n.	when a teacher is absent, the students' instructional program is not interrupted.	SD	D	?	A	SA
[58]	o.	the 3 on 2 program lacks adequate leadership at the district and state levels.	SD	D	?	A	SA
[59]	p.	the 3 on 2 teachers have not received adequate in-service training.	SD	D	?	A	SA

(continued)

16. (continued)

[60] q. teachers share their perceptions of a child with a fellow teacher before taking action. SD D ? A SA

[61] r. children are motivated to learn because they have an opportunity to explore their own interests. SD D ? A SA

[62] s. the 3 on 2 program is limited by a lack of specificity about program goals and procedures. SD D ? A SA

[63] t. most of the teachers in our school now working in 3 on 2 are there because they prefer it to self-contained classes. SD D ? A SA

[64] u. children who have been in the 3 on 2 program have no difficulties adjusting to regular classrooms when they grow older or move. SD D ? A SA

[65] v. in 3 on 2, too much time is spent on non-instructional activities. SD D ? A SA

[66] w. parents are adequately involved in the decision about placing their child in 3 on 2. SD D ? A SA

[67] x. teachers have not been adequately involved in developing the 3 on 2 implementation guides. SD D ? A SA

[68] y. teachers in 3 on 2 were asked what kinds of in-service training they needed. SD D ? A SA

[69] z. the principals have not provided adequate support for the 3 on 2 teams. SD D ? A SA

17. a. How adequately prepared do you feel in each of the areas listed below. (Please circle one for each area.)

		Very poorly prepared				Very well prepared
[70]	Individualization of instruction	1	2	3	4	5
[71]	Teaming process	1	2	3	4	5
[72]	Improving children's self concept	1	2	3	4	5
[73]	Interpersonal relationships	1	2	3	4	5
[74]	Improving student self-direction	1	2	3	4	5
**[75]	Hawaii English Program training	1	2	3	4	5

b. Seven areas of inservice training are listed below. For each area, if you have received training, please check under "PARTICIPATION" whether the training was sponsored by the Department of Education (DOE) or whether you received it from some other source (e.g., enrolled independently in a university course). For those areas where you have had training, indicate the extent to which you feel the inservice was effective in preparing you for your role as a teacher.

		PARTICIPATION (check one)		EFFECTIVENESS (check one)				
		DOE Sponsored	Non-DOE Sponsored	Very Great	Great	Moderate	Little	Very Little or None
[7,8]	a. 3 on 2 orientation	____	____	____	____	____	____	____
[9,10]	b. individualization of instruction	____	____	____	____	____	____	____
[11,12]	c. teaming processes	____	____	____	____	____	____	____
[13,14]	d. improving children's self-concept	____	____	____	____	____	____	____
[15,16]	e. interpersonal relationships	____	____	____	____	____	____	____
[17,18]	f. improving student self-direction	____	____	____	____	____	____	____
[19,20]	g. Hawaii English Program training	____	____	____	____	____	____	____

18. How adequate for individualizing instruction do you feel the classroom materials are that you have in the following areas: (Circle one for each area)

		Completely Inadequate				Completely Adequate
[21]	Language Arts	1	2	3	4	5
[22]	Mathematics	1	2	3	4	5
[23]	Social Studies	1	2	3	4	5
[24]	Science	1	2	3	4	5
[25]	Music	1	2	3	4	5

19. We are attempting to inventory the amount of special instructional talent which exists in the Hawaii elementary schools. Whether you are a member of a team or teach in a self-contained classroom, we are interested in your special areas of expertise. Please indicate below whether you have any particular training and/or expertise in each area listed. (Check any that apply)

[26] ____ Reading

[27] ____ Art

[28] ____ Math/Arithmetic

[29] ____ Music

[30] ____ Elementary counseling

[31] ____ Physical education

[32] ____ Other (please explain) ______________________________

____

[33,34] 20. Several types of teaching situations are listed below under the two broad categories of 3 on 2 and self-contained. If given a choice, in which of these teaching situations would you prefer to teach next year? (Check only one from the entire list)

SELF-CONTAINED

_____ One teacher, with approximately 25-35 students

_____ One teacher, and a full-time aide, with approximately 25-35 students

_____ One teacher, and part-time aide(s), with approximately 25-35 students

_____ Two teachers, with approximately 50-70 students

_____ Other vairations (please specify)

____

3 ON 2

_____ Three teachers, with approximately 50-70 students

_____ Two teachers and a full-time aide, with approximately 50-70 students

_____ Six teachers, with approximately 100-140 students

_____ Four teachers, and two full-time aides, with approximately 100-140 students

_____ Other variations (please specify)

____

[35] 21. If you are a self-contained teacher, how would you feel if you were switched to a 3 on 2 classroom next year? (Check one)

a. _____ I would prefer to switch to the 3 on 2 class.

b. _____ I would not care.

c. _____ I would be disappointed but would not protest.

d. _____ I would protest but would accept a switch.

e. _____ I would transfer to another school rather than accept a switch.

f. _____ I would resign or retire rather than accept a switch.

g. _____ I don't know.

h. _____ Other (please list) _______________________________

____

[36] 22. If you are a 3 on 2 teacher, how would you feel if you were switched to a self-contained classroom next year? (Check one)

a. _____ I would prefer to switch to the self-contained class.

b. _____ I would not care.

c. _____ I would be disappointed but would not protest.

d. _____ I would protest but would accept a switch.

e. _____ I would transfer to another school rather than accept a switch.

f. _____ I would resign or retire rather than accept a switch.

g. _____ I don't know.

h. _____ Other (please list) ____

____

23. Among the teachers with whom you work closely, how effectively do you feel each of the following activities has been accomplished? (Check one rating for each activity)

		PERCEIVED EFFECTIVENESS					
		Very Great	Great	Moderate	Little	Very Little or None	Not Applicable
[37]	a. Cooperative instructional planning	____	____	____	____	____	____
[38]	b. Team teaching	____	____	____	____	____	____
[39]	c. Sharing successful teaching approaches with other teachers	____	____	____	____	____	____
[40]	d. Using each other's strengths and talents for improving instruction	____	____	____	____	____	____
[41]	e. Sharing student learning materials	____	____	____	____	____	____

[42] 24. a. What do you feel should happen to the 3 on 2 Program at the kindergarten to third grade levels? (Check one)

a. _____ expand it to more classrooms

b. _____ keep it at its present level

c. _____ reduce it to fewer classes

d. _____ eliminate it

[43] b. How important do you feel it is to keep 3 on 2 as an option for those schools, students, and teachers who want it? (Check one)

_____ Very Important _____ Somewhat Important _____ Not Important

[44] c. If it were possible, how important do you feel it is that there be a self-contained classroom at every grade (K-3) in every school?

_____ Very Important _____ Somewhat Important _____ Not Important

[45] 25. If it were possible for your school to retain the personnel and financial resources now used for 3 on 2 in your school, but you were given flexibility in how to use it, which of the following options would you be most inclined to favor for your school? (Check one)

a. _____ continuing the 3 on 2 Program as it now exists in my school

b. _____ continuing the 3 on 2 Program, but revising it as follows:

____

____

____

____

c. _____ reducing class size in self-contained classes

d. _____ providing or assigning specialists in art, music or physical education

e. _____ providing or assigning remedial reading specialists

f. _____ hiring additional aides

g. _____ other (please explain) _______________________________

____

____

[46] 28. Are there other comments you would like to make about the 3 on 2 Program? If so, please write them in the space below.

THANK YOU FOR YOUR TIME!

Please return this questionnaire in the attached self-addressed envelope or to:

Dr. Dean H. Nafziger
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

(1) PARENT SURVEY

EVALUATION OF HAWAII 3 ON 2 PROGRAM

(7,8) Your Child's Elementary School ______________________________

(9) District ______________________________

Directions: Please take a few minutes to complete this survey and return it in the self-addressed envelope. Answers to most questions can be made by putting an "X" mark in the correct box. On the final question, you can write in any other comments you may have about the 3 on 2 program. Don't worry about the numbers on the left hand side. They are for office use only.

1. Please mark if you have children in each of the following types of classes of each grade level. (Check any that apply.)

(10,11, 12,13) a. 3 on 2 class. This would include classes like

- three teachers with 50-70 students;
- two teachers and an aide with 50-70 students;
- or six teachers with 100-140 students.

______ Kindergarten ______ First Grade ______ Second Grade ______ Third Grade

(14,15, 16,17) b. Self-contained class. This would include classes like

- one teacher with 25-35 students;
- one teacher and an aide with 25-35 students;
- or two teachers with 50-70 students.

______ Kindergarten ______ First Grade ______ Second Grade ______ Third Grade

(18) c. Other (Please give details and grade level.)

(19) 2. a. How good is your understanding of the 3 on 2 Program? (Circle one of the three options below.)

I know very little about the program	I know something about the program	I know very much about the program

(Question 2 is continued on the next page)

G31

(20) 2. b. Where did you get most of your information about the 3 on 2 Program? (Check any that apply.)

1) The school principal ____
2) The classroom teacher(s) ____
3) Other parents ____
4) Your children ____
5) Newspapers, radio, ____
6) Other (please write in) ____

____

____

____

(21) 3. Did you have a choice this year whether your child (or children) in kindergarten through third grade would be in a self-contained or a 3 on 2 classroom? (Check one.)

YES ____ NO ____ I DON'T KNOW ____

If you answered "YES" to item 3, answer item 4. Otherwise, skip to item 5.

(22) 4. a. If you had a choice whether your child (or children) would be in a self-contained or 3 on 2 classroom, which did you choose? (Check one)

Self-contained ____ 3 on 2 ____

b. Why did you choose it? (Check any answers that apply.)

(23) 1) ____ It was the only one available without sending my child to a different school.
(24) 2) ____ The school staff thought it was a good idea.
(25) 3) ____ My child was in it last year.
(26) 4) ____ I felt it was best for my child.
(27) 5) ____ I don't remember
(28) 6) ____ Other reason (please write it here) ____________________

____

5. How often do you do the following things? (Please circle one response for each item.)

(29) a. Go to Parent-Teacher Conferences

Not at all   Sometimes   Very often

(30) b. Help child with homework

Not at all   Sometimes   Very often

(31) c. Go to PTA or School Activities

Not at all   Sometimes   Very often

6. What kinds of children do you feel should not be in 3 on 2 classes? (Check any that apply.)

(32) 1) _____ children with learning problems
(33) 2) _____ children with short attention spans
(34) 3) _____ very smart children
(35) 4) _____ average children
(36) 5) _____ children who learn slowly
(37) 6) _____ children who lack self-direction
(38) 7) _____ children who don't behave well in school
(39) 8) _____ shy children
(40) 9) _____ kindergarten children
(41) 10) _____ children in third grade
(42) 11) _____ children from poor families
(43) 12) _____ children from rich families
(44) 13) _____ it works for all children
(45) 14) _____ I don't know

7. Regardless of whether or not you have a child in the 3 on 2 Program, what do you see as the major strengths of 3 on 2? (Check any that apply.)

(46) 1) ___ children learn from older and younger children

(47) 2) ___ children have a better chance of finding an adult with whom they can get along

(48) 3) ___ children receive more individual teaching help from a teacher

(49) 4) ___ teachers work together as a team and share their special talents

(50) 5) ___ children receive more counseling and guidance from the teachers

(51) 6) ___ children have a greater variety of materials and adults to work with

(52) 7) ___ teachers have a greater chance to become better teachers

(53) 8) ___ when a teacher is absent the student can still learn

(54) 9) ___ children want to learn because they can study

(55) 10) ___ it gives more chances for parents to talk to teachers about their children

(56) 11) ___ it allows the teacher to group children together so they can learn better

(57) 12) ___ there are no major strengths

(58) 13) ___ other reasons (please write them here) ____________________

____

____

8. Regardless of whether you have a child in the 3 on 2 Program, what do you see as the major weaknesses of 3 on 2? (Check any that apply.)

(7) 1) ___ children are confused with 3 adults in one room

(8) 2) ___ children don't get enough discipline

(9) 3) ___ older children waste time helping younger ones

(10) 4) ___ the teachers often don't work together

(11) 5) ___ too much time is spent on non-teaching activities

(12) 6) ___ children don't get enough personal counseling and guidance

(13) 7) ___ it is too expensive

(14) 8) ___ children who are shy or have learning problems would get lost in a large group

(15) 9) ___ children are bothered by the noise and movement in the class

(16) 10) ___ the classroom is not organized enough for children that young

(17) 11) ___ children who have been in 3 on 2 have a hard time adjusting to regular classrooms when they grow older or move

(18) 12) ___ there are no major weaknesses

(19) 13) ___ other reasons (please write them here) ______________________________

____

____

(20) 9. If you had a child entering a kindergarten through third grade class next year, would you prefer that he or she were in a: (Check one)

____ 3 on 2 classroom

____ self-contained classroom

____ I wouldn't care

____ I don't know

(21) 10. a. What do you feel should happen to the 3 on 2 Program at the kindergarten to third grade levels? (Check one)

1) ___ put it in more classrooms
2) ___ keep it at its present level
3) ___ reduce it to fewer classes
4) ___ eliminate it

(22) b. Do you feel the 3 on 2 Program should be put in fourth to sixth grade classes? (Check one)

YES ____ NO ____ I DON'T KNOW ____

(23) c. How important do you feel it is to keep 3 on 2 as a choice schools, students, and teachers who want it? (Check one)

Very important_____ Somewhat important_____ Not important_____

(24) d. If it were possible, how important do you feel it is that there be a self-contained classroom at every grade (K-3) in every school?

Very important_____ Somewhat important_____ Not important_____

PLEASE ANSWER QUESTIONS 11 AND 12 ONLY IF ONE OR MORE OF YOUR CHILDREN WAS ACTUALLY IN A SELF-CONTAINED CLASS. (Otherwise skip to item 13.)

(25) 11. If your child were in kindergarten, first grade, or second grade, how would you feel if he or she were switched from a self-contained to a 3 on 2 class next year? (Check one)

1) ___ I would prefer it
2) ___ I would not care
3) ___ I would be unhappy but would not complain
4) ___ I would call the school and complain
5) ___ I would put my child in another school
6) ___ I don't know
7) ___ other (please explain) ______________________________

____

12. If you have a child in a self-contained classroom, how would you describe that child's (or children's) behavior at home? (Circle one for each item.)

(26)	a.	Shows much self-control	Shows some self-control	Shows NO self-control
(27)	b.	Communicates very well with parents	Communicates fairly well with parents	Does NOT communicate well with parents
(28)	c.	Usually communicates feelings honestly and openly	Sometimes communicates feelings honestly and openly	Does NOT communicate feelings honestly and openly
(29)	d.	Gets along very well with brothers and sisters *	Gets along fairly well with brothers and sisters *	Does NOT get along well with brothers and sisters *
(30)	e.	Usually uses time wisely	Sometimes uses time wisely	Seldom uses time wisely

* If your child has no brothers or sisters, leave this blank.

PLEASE ANSWER QUESTIONS 13 AND 14 ONLY IF ONE OR MORE OF YOUR CHILDREN WERE ACTUALLY IN A 3 ON 2 CLASS. (Otherwise, skip to item 15)

(31) 13. If your child were in kindergarten, first grade or second grade, how would you feel if he or she were switched from a 3 on 2 to a self-contained class next year? (Check one)

1) ___ I would prefer it
2) ___ I would not care
3) ___ I would be unhappy but would not complain
4) ___ I would call the school and complain
5) ___ I would put my child in another school
6) ___ I don't know
7) ___ other (please explain) ________________________________

____

14. If you have a child in a 3 on 2 classroom, how would you describe that child's (or children's) behavior at home? (Circle one for each item.)

(32)	a.	Shows much self-control	Shows some self-control	Shows NO self-control
(33)	b.	Communicates very well with parents	Communicates fairly well with parents	Does NOT communicate well with parents
(34)	c.	Usually communicates feelings honestly and openly	Sometimes communicates feelings honestly and openly	Does NOT communicate feelings honestly and openly
(35)	d.	Gets along very well with brothers and sisters *	Gets along fairly well with brothers and sisters *	Does NOT get along well with brothers and sisters *
(36)	e.	Usually uses time wisely	Sometimes uses time wisely	Seldom uses time wisely

* If your child has no brothers or sisters, leave this blank.

(37) 15. Are there comments you would like to make about the 3 on 2 Program? If yes, please write them in the space below.

THANK YOU FOR YOUR TIME!

Return this questionnaire to: Assessment Program, Northwest Regional Educational
Laboratory, 710 S. W. 2nd Avenue, Portland, OR 97204

APPENDIX H

Tabled Responses to Items on the Spring 1976 Questionnaire from Teachers, Principals, and Parents

TABLE H-1

Items Unique to Teachers

3 on 2 Team

H-1.1. On what basis were you assigned to the 3 on 2 program?

Volunteered	594/60%
Principal Assigned Me	177/18%
Choice Between 3 on 2 or Lose Faculty Position	46/5%
Other (explain)	178/18%

SC were asked NOT to respond

H-1.2. On what basis was your 3 on 2 team formed? (check any that apply)

Personal Compatibility	462/45%
Shared Philosopies of Education	266/26%
Balance Subject Matter Expertise	151/15%
Balance Teaching Style	135/13%
Self-Selection by Teachers	485/47%
I Don't Know	117/11%
Other (explain)	247/24%

SC were asked NOT to respond

H-1.3. What have you been able to learn from working with other teachers on your 3 on 2 team? (check any that are appropriate)

Instructional Techniques in Language Arts	829/80%
Instructional Techniques in Mathematics	768/74%
Inst. Tech. in Music, Art, or Physical Educ.	816/79%
Ways to Individualize Instruction	810/78%
Classroom Management Techniques	933/90%
Other Techniques, Ideas, Etc. (please list)	290/28%
Have Not Learned Anything	16/2%

SC were asked NOT to respond

(H-1 Continued)

Materials

H-1.4. How adequate for individualizing instruction do you feel the classroom materials are that you have in the following areas: (Circle one for each area)

	3/2[a]	SC[b]
a. Language Arts		
Completely Inadequate	16/2%	14/3%
	37/4%	50/11%
	135/13%	163/35%
	451/44%	177/37%
Completely Adequate	378/37%	69/15%
b. Mathematics		
Completely Inadequate	23/2%	18/4%
	78/8%	67/14%
	312/31%	179/38%
	424/42%	162/34%
Completely Adequate	179/18%	45/10%
c. Social Studies		
Completely Inadequate	89/9%	72/15%
	212/21%	127/27%
	455/45%	177/38%
	192/19%	70/15%
Completely Adequate	62/6%	22/5%
d. Science		
Completely Inadequate	67/7%	66/14%
	191/19%	115/25%
	418/41%	158/34%
	222/22%	103/22%
Completely Adequate	114/11%	27/6%
e. Music		
Completely Inadequate	123/12%	100/21%
	241/24%	141/30%
	415/42%	160/34%
	157/16%	50/11%
Completely Adequate	65/7%	17/4%

[a] 3/2 = Pure 3 on 2 classes
[b] SC = Pure Self-Contained classes

(H-1 Continued)

Talent

H-1.5. We are attempting to inventory the amount of special instructional talent which exists in the Hawaii elementary schools. Whether you are a member of a team or teach in a self-contained classroom, we are interested in your special areas of expertise. Please indicate below whether you have any particular training and/or expertise in each area listed. (Check any that apply)

	3/2	SC
Reading	526/51%	247/51%
Art	353/34%	152/31%
Math/Arithmetic	386/38%	141/29%
Music	264/26%	92/19%
Elementary Counseling	122/12%	52/11%
Physical Education	226/22%	69/14%
Other (please explain)	164/16%	90/16%

Teaching Preferences

H-1.6. Several types of teaching situations are listed below under the two broad categories of 3 on 2 and self-contained. If given a choice, in which of these teaching situations would you prefer to teach next year? (Check only one from the entire list)

	3/2	SC
a. Self-Contained		
1 teacher, 25-35 students	32/4%	80/19%
1 teacher, 1 aide, 25-35 students	84/9%	196/46%
1 teacher, p.t. aide(s), 25-35 students	42/5%	85/20%
2 teachers, 50-70 students	5/1%	2/1%
Other variations (specify)	22/3%	37/9%
b. 3 on 2		
3 teachers, 50-70 students	632/71%	21/5%
2 teachers, 1 aide, 50-70 students	7/1%	1/0.2%
6 teachers, 100-140 students	5/1%	
4 teachers, 2 aides, 100-140 students	4/0.4%	1/0.2%
Other variations (specify)	61/7%	1/0.2%

(H-1 Continued)

H-1.7. If you are a self-contained teacher, how would you feel if you were switched to a 3 on 2 classroom next year? (Check one)

	SC
Prefer to switch	34/7%
Would not care	62/14%
Would be disappointed but would not protest	72/16%
Would protest but would accept	135/30%
Would transfer to another school	33/7%
Would resign or retire	10/2%
Don't know	34/7%
Other (please list)	77/17%

H-1.8. If you are a 3 on 2 teacher, how would you feel if you were switched to a self-contained classroom next year? (Check one)

	3/2
Prefer to switch	165/17%
Would not care	153/15%
Would be disappointed but would not protest	191/19%
Would protest but would accept	335/34%
Would transfer to another school	21/2%
Would resign or retire	11/1%
Don't know	37/4%
Other (please list)	82/8%

H-1.9. Among the teachers with whom you work closely, how effectively do you feel each of the following activities has been accomplished? (Check one rating for each activity)

a. Cooperative instructional planning

	3/2	SC
Very Great	446/44%	58/14%
Great	373/37%	94/23%
Moderate	157/16%	129/31%
Little	30/3%	43/10%
Very Little or None	9/1%	37/9%
Not Applicable	1/0.1%	51/12%

b. Team teaching

	3/2	SC
Very Great	487/48%	44/11%
Great	353/35%	74/19%
Moderate	150/15%	105/26%
Little	19/2%	36/9%
Very Little or None	5/1%	44/11%
Not Applicable	3/0.3%	95/24%

c. Sharing successful teaching approaches with other teachers

	3/2	SC
Very Great	435/43%	67/16%
Great	352/35%	117/27%
Moderate	191/19%	143/33%
Little	29/3%	51/12%
Very Little or None	10/1%	36/8%
Not Applicable	2/0.2%	14/3%

d. Using each other's strengths and talents for improving instruction

	3/2	SC
Very Great	513/51%	63/15%
Great	353/35%	100/24%
Moderate	117/12%	112/27%
Little	20/2%	56/14%
Very Little or None	12/1%	45/11%
Not Applicable	1/0.1%	40/10%

e. Sharing student learning materials

	3/2	SC
Very Great	513/51%	78/19%
Great	335/33%	131/31%
Moderate	134/13%	132/32%
Little	21/2%	40/10%
Very Little or None	9/1%	21/5%
Not Applicable		17/4%

TABLE H-2

Items Unique to Principals

H-2.1 Comparing the 3 on 2 classes to the self-contained classes (on a per-pupil basis), please answer each of the following questions:

a. The 3 on 2 classes, as compared to the self-contained classes, received: (Check one)

	"Both" Principals[a]
More parent complaints	20/19%
About the same number of parent complaints	72/70%
Fewer parent complaints	11/11%

b. In the 3 on 2 classes, as opposed to the self-contained classes, there were: (Check one)

	"Both" Principals[a]
More problems of interfaculty cooperation	17/17%
About the same number of problems	59/58%
Fewer problems of interfaculty cooperation	26/26%

c. The 3 on 2 classes, as compared to the self-contained classes, have access to: (Check one)

	"Both" Principals[a]
More AV material and equipment	40/39%
About the same amount of AV material and equipment	62/60%
Less AV material and equipment	1/1%

d. Is there a difference in the number of problems referred to the principal or counselor in the 3 on 2 classes as compared to the self-contained classes? (Check one)

	"Both" Principals[a]
More discipline problems referred to principal	16/16%
About the same number of discipline problems	62/61%
Fewer discipline problems referred to principal	23/23%

[a] Responses by principals having both classroom structures. Principals having only one structure were asked not to respond.

(H-2 Continued)

H-2.2 How would you characterize your own involvement in each of the following areas?

a. Developing 3 on 2 guidelines

	3 on 2 Only	Both
Not at all involved	6/32%	42/39%
	3/16%	23/21%
	5/26%	23/21%
	5/26%	14/14%
Involved to a considerable extent		6/6%

b. Recommending in-service training activities for the 3 on 2 program

	3 on 2 Only	Both
Not at all involved	1/5%	17/16%
	4/21%	14/13%
	8/42%	45/41%
	5/26%	26/24%
Involved to a considerable extent	1/5%	7/6%

c. Helping 3 on 2 teachers to implement the program

	3 on 2 Only	Both
Not at all involved		4/4%
		8/7%
	5/26%	36/33%
	10/53%	38/35%
Involved to a considerable extent	4/21%	23/21%

d. Observing 3 on 2 classes

	3 on 2 Only	Both
Not at all involved		
		6/6%
	3/16%	31/28%
	11/58%	38/35%
Involved to a considerable extent	5/26%	34/31%

TABLE H-3

Items Unique to Parents

H-3.1 If you had a choice whether your child (or children) would be in a self-contained or 3 on 2 classroom, which did you choose? (Check one)

	3/2[a]	SC[b]	Both[c]
Self-contained	11/9%	44/80%	24/59%
3 on 2	116/91%	11/20%	17/42%

H-3.2 Why did you choose it?

	3/2[a]	SC[b]	Both[c]
It was the only one available without sending my child to a different school.	9/2%		3/2%
The school staff thought it was a good idea.	27/5%	2/1%	8/4%
My child was in it last year.	66/13%	16/7%	16/9%
I felt it was best for my child.	110/22%	61/28%	39/22%
I don't remember.	3/1%	1/1%	3/2%
Other reason	35/7%	17/8%	9/5%

H-3.3 Where did you get most of your information about the 3 on 2 Program? (Check any that apply.)

	3/2[a]	SC[c]	Both[c]
The school principal	73/15%	19/9%	20/11%
The classroom teacher(s)	367/73%	112/51%	120/67%
Other parents	149/30%	98/44%	60/33%
Your children	210/42%	55/25%	69/38%
Newspapers, radio	161/32%	61/28%	43/24%
Other	104/21%	45/20%	35/19%

[a] Parents of children in 3 on 2 classrooms

[b] Parents of children in self-contained classrooms

[c] Parents of children in both 3 on 2 and self-contained classrooms

(H-3 Continued)

H-3.4 How often do you do the following things? (Please check one response for each item.)

	3/2	SC	Both
Go to Parent-Teacher Conferences			
Not at all	26/5%	14/6%	23/13%
Sometimes	196/39%	82/37%	73/40%
Very often	282/56%	125/57%	88/48%
Help child with homework			
Not at all	14/3%	7/3%	4/2%
Sometimes	233/46%	81/37%	83/46%
Very often	258/51%	131/60%	95/52%
Go to PTA or School Activities			
Not at all	53/11%	30/14%	30/16%
Sometimes	310/61%	126/58%	101/55%
Very often	144/28%	63/29%	52/28%

H-3.5 What kinds of children do you feel should not be in 3 on 2 classes?

	3/2	SC	Both
children with learning problems	295/59%	135/61%	112/62%
children with short attention spans	196/39%	103/46%	85/47%
very smart children	52/10%	36/16%	17/9%
average children	20/4%	23/10%	10/6%
children who learn slowly	186/37%	97/44%	85/47%
children who lack self-direction	253/50%	111/50%	94/52%
children who don't behave	176/35%	85/38%	74/41%
shy children	134/27%	80/36%	54/30%
kindergarten children	66/13%	50/23%	34/19%
children in third grade	19/4%	11/5%	6/3%
children from poor families	6/1%	7/3%	5/3%
children from rich families	4/1%	3/1%	6/3%
it works for all children	85/17%	24/11%	35/19%
I don't know	46/9%	35/16%	20/11%

(H-3 Continued)

H-3.6 Regardless of whether or not you have a child in the 3 on 2 Program, what do you see as the major strengths of 3 on 2? (Check any that apply)

	3/2	SC	Both
children learn from older and younger children	312/62%	90/41%	96/53%
children have a better chance of finding an adult with whom they can get along	193/38%	53/24%	51/28%
children receive more individual teaching help from a teacher	183/36%	47/21%	49/27%
teachers work together as a team and share their special talents	374/74%	115/52%	115/64%
children receive more counseling and guidance from the teachers	180/36%	37/17%	51/28%
children have a greater variety of materials and adults to work with	319/63%	83/37%	87/48%
teachers have a greater chance to become better teachers	114/23%	28/13%	29/16%
when a teacher is absent the student can still learn	246/49%	70/32%	67/37%
children want to learn because they can study	67/13%	11/5%	26/14%
it gives more chances for parents to talk to teachers about their children	81/16%	20/9%	27/15%
it allows the teacher to group children together so they can learn better	235/47%	72/32%	94/52%
there are no major strengths	232/46%	43/19%	22/12%
other reasons	75/15%	23/10%	15/8%

(H-3 Continued)

H-3.7 Regardless of whether you have a child in the 3 on 2 Program, what do you see as the major weaknesses of 3 on 2? (Check any that apply)

	3/2	SC	Both
children are confused with 3 adults in one room	27/5%	36/16%	31/17%
children don't get enough discipline	82/16%	59/27%	44/24%
older children waste time helping younger ones	78/16%	39/18%	30/17%
the teachers often don't work together	79/16%	62/28%	25/14%
too much time is spent on non-teaching activities	46/9%	19/9%	21/12%
children don't get enough personal counseling and guidance	117/23%	80/36%	45/25%
it is too expensive	25/5%	21/10%	18/10%
children who are shy or have learning problems would get lost in a large group	262/52%	151/68%	100/56%
children are bothered by the noise and movement in the class	144/29%	86/39%	55/31%
the classroom is not organized enough for children that young	64/13%	58/26%	34/19%
children who have been in 3 on 2 have a hard time adjusting to regular classrooms when they grow older or move	60/12%	31/14%	20/11%
there are no major weaknesses	114/23%	17/8%	42/23%
other reasons	69/14%	30/14%	25/14%

(H-3 Continued)

H-3.8 If you had a child entering a kindergarten through third grade class next year, would you prefer that he or she were in a: (Check one)

	3/2	SC	Both
3 on 2 classroom	283/58%	30/15%	63/36%
self-contained classroom	125/25%	146/71%	80/46%
I wouldn't care	34/7%	12/6%	16/9%
I don't know	50/10%	19/9 %	17/10%

H-3.9 PLEASE ANSWER THIS QUESTION ONLY IF ONE OR MORE OF YOUR CHILDREN WAS ACTUALLY IN A SELF-CONTAINED CLASS

If your child were in kindergarten, first grade, or second grade, how would you feel if he or she were switched from a self-contained to a 3 on 2 class next year? (Check one)

	SC	Both
I would prefer it	18/10%	48/30%
I would not care	24/13%	20/13%
I would be unhappy but would not complain	30/16%	19/12%
I would call the school and complain	57/30%	28/18%
I would put my child in another school	5/3%	5/3%
I don't know	[illegible]/10%	14/9%
Other	38/20%	26/16%

(H-3 Continued)

H-3.10 PLEASE ANSWER THIS QUESTION ONLY IF ONE OR MORE OF YOUR CHILDREN WAS ACTUALLY IN A SELF-CONTAINED CLASS

If you have a child in a self-contained classroom, how would you describe that child's (or children's) behavior at home? (Check one for each item)

	SC	Both
Shows much self-control	84/42%	66/40%
Shows some self-control	114/57%	98/60%
Shows no self-control	3/2%	1/1%
Communicates very well with parents	134/66%	87/53%
Communicates fairly well with parents	69/34%	75/46%
Does not communicate well with parents		2/1%
Usually communicates feelings honestly & openly	150/74%	98/61%
Sometimes communicates feelings honestly & openly	54/27%	63/39%
Does not communicate feelings honestly & openly		
Gets along very well with brothers and sisters*	71/39%	61/38%
Gets along fairly well with brothers & sisters*	109/60%	96/60%
Does not get along well with brothers & sisters*	2/1%	2/1%
(*If your child has no brothers or sisters, leave this blank.)		
Usually uses time wisely	75/39%	56/35%
Sometimes uses time wisely	110/57%	90/56%
Seldom uses time wisely	9/5%	14/9%

H-3.11 PLEASE ANSWER THIS QUESTION ONLY IF ONE OR MORE OF YOUR CHILDREN WAS ACTUALLY IN A 3 ON 2 CLASS

If your child were in kindergarten, first grade or second grade, how would you feel if he or she were switched from a 3 on 2 to a self-contained class next year? (Check one)

	3/2	Both
I would prefer it	120/26%	58/35%
I would not care	75/16%	32/19%
I would be unhappy but would not complain	64/14%	23/14%
I would call the school and complain	93/20%	27/16%
I would put my child in another school	1/0.2%	1/1%
I don't know	36/8%	17/10%
Other	7/16%	10/6%

H-3.12 PLEASE ANSWER THIS QUESTION ONLY IF ONE OR MORE OF YOUR CHILDREN WAS ACTUALLY IN A 3 ON 2 CLASS

If you have a child in a 3 on 2 classroom, how would you describe that child's (or children's) behavior at home? (Check one for each item)

	3/2	Both
Shows much self-control	200/42%	60/36%
Shows some self-control	264/56%	99/60%
Shows no self-control	12/3%	6/4%
Communicates very well with parents	317/66%	103/62%
Communicates fairly well with parents	156/33%	54/33%
Does not communicate well with parents	5/1%	8/5%
Usually communicates feelings honestly & openly	341/72%	97/60%
Sometimes communicates feelings honestly & openly	127/27%	59/36%
Does not communicate feelings honestly & openly	8/2%	7/4%
Gets along very well with brothers and sisters*	174/40%	58/37%
Gets along fairly well with brothers & sisters*	241/56%	93/59%
Does not get along well with brothers & sisters*	16/4%	7/4%
(*If your child has no brothers or sisters, leave this blank.)		
Usually uses time wisely	205/44%	56/35%
Sometimes uses time wisely	234/50%	91/57%
Seldom uses time wisely	31/7%	14/9%

TABLE H-4

Items Answered By Teachers and Principals

H-4.1 Who was primarily responsible for the decision to implement (or not to implement) the 3 on 2 Program in your school? (Check one)

	Teacher		Principal	
	3/2[a]	SC[b]	3/2[c]	Both[d]
The teaching staff	75/7%	19/4%	1/6%	12/12%
The principal	375/37%	159/33%	4/22%	17/17%
The District Superintendent	22/2%	15/3%	1/6%	7/7%
The Department of Education	194/19%	86/18%		16/16%
I don't know	315/31%	192/40%	12/67%	50/49%

H-4.2 Below is a list of types of children. Next to each is (a) a place for you to mark if you think that the 3 on 2 class is NOT appropriate for this type of child, (b) a place for you to mark if you think that the self-contained class is NOT appropriate for this type of child, and (c) a place for you to mark if you believe both ARE appropriate for this type of child.

	Teacher		Principal	
	3/2[a]	SC[b]	3/2[c]	Both[d]
a. Children with specific learning disabilities				
3/2 not appropriate	346/35%	209/45%	2/12%	28/29%
SC not appropriate	90/9%	49/11%		3/3%
Both are appropriate	428/43%	150/32%	15/88%	67/68%
2 or more responses chosen	122/12%	57/12%		
b. Children with short attention spans				
3/2 not appropriate	309/31%	211/44%	1/5%	32/31%
SC not appropriate	91/9%	27/6%		4/4%
Both are appropriate	593/59%	231/48%	18/95%	69/66%
2 or more responses chosen	9/1%	8/2%		

[a] Teachers of 3 on 2 classes

[b] Teachers of self-contained classes

[c] Principals with only 3 on 2 classrooms in their schools

[d] Principals with both 3 on 2 and self-contained classrooms in their schools

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
c. High ability children				
3/2 not appropriate	7/1%	12/3%		2/2%
SC not appropriate	113/11%	15/3%	1/5%	2/2%
Both are appropriate	887/88%	450/94%	18/95%	103/96%
2 or more responses chosen	2/0.2%	1/0.2%		
d. Average ability children				
3/2 not appropriate	7/1%	15/3%		1/1%
SC not appropriate	31/3%	9/2%		1/1%
Both are appropriate	969/96%	494/95%	19/100%	104/98%
2 or more responses chosen	2/0.2%			
e. Low ability children				
3/2 not appropriate	114/11%	144/30%	1/5%	12/11%
SC not appropriate	116/12%	25/5%		3/3%
Both are appropriate	773/77%	302/64%	18/95%	92/86%
2 or more responses chosen	3/0.3%	2/0.4%		
f. Children who lack self-direction				
3/2 not appropriate	491/49%	305/63%	2/11%	37/35%
SC not appropriate	72/7%	15/3%		5/5%
Both are appropriate	439/44%	160/33%	16/89%	64/60%
2 or more responses chosen	4/0.4%	2/0.4%		
g. Children with behavior problems				
3/2 not appropriate	253/25%	163/35%	1/5%	22/21%
SC not appropriate	92/9%	26/6%		4/4%
Both are appropriate	630/63%	267/57%	18/95%	77/75%
2 or more responses chosen	25/3%	15/3%		
h. Shy children				
3/2 not appropriate	184/19%	207/43%	1/5%	19/18%
SC not appropriate	43/4%	9/2%		3/3%
Both are appropriate	771/77%	262/55%	18/95%	88/79%
2 or more responses chosen	3/0.3%	1/0.2%		
i. Kindergarten children				
3/2 not appropriate	296/29%	202/42%	2/11%	22/21%
SC not appropriate	24/2%	7/2%		1/1%
Both are appropriate	682/68%	269/56%	17/90%	84/79%
2 or more responses chosen	5/0.5%			

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
j. Children in third grade				
3/2 not appropriate	14/1%	18/4%		3/3%
SC not appropriate	25/3%	3/1%		
Both are appropriate	968/96%	450/95%	19/100%	104/97%
2 or more responses chosen	2/0.2%	1/0.2%		
k. Economically disadvantaged children				
3/2 not appropriate	28/3%	47/10%		3/3%
SC not appropriate	36/4%	11/2%		
Both are appropriate	943/94%	416/88%	19/100%	104/97%
2 or more responses chosen	2/0.2%			
l. Children from wealthy communities				
3/2 not appropriate	7/1%	8/2%		1/1%
SC not appropriate	28/3%	1/0.2%		
Both are appropriate	970/96%	461/98%	19/100%	106/99%
2 or more responses chosen	3/0.3%	2/0.4%		

H-4.3 In our school: (Check one)

	Teacher		Principal	
	3/2	SC	3/2	Both
the students with learning and/or behavior problems tend to get assigned to self-contained classrooms	74/8%	232/50%	*	13/13%
the students with learning and/or behavior problems tend to get assigned to 3 on 2 classrooms	139/15%	2/0.4%		
the students with learning and/or behavior problems are equitably divided between 3 on 2 and self-contained classrooms	680/73%	188/41%		89/87%
I don't know where students with learning and/or behavior problems were placed (this option not available to principals)	45/5%	39/9%		

*3/2 Principals not asked to respond

(H-4 Continued)

H-4.4 Below is a list of statements. To what extent are these statements goals of your class? (Check one for each goal)

	Teacher		Principal	
	3/2	SC	3/2	Both
a. Improved acquisition of reading skills				
Very Great	707/69%	311/66%	12/63%	64/59%
Great	249/24%	116/25%	4/21%	33/31%
Moderate	64/6%	43/9%	1/5%	10/9%
Little	2/0.2%	1/0.2%	1/5%	1/1%
Very Little or None	2/0.2%		1/5%	
b. Promoting students' positive and realistic self-concept				
Very Great	541/53%	287/61%	9/47%	51/47%
Great	358/35%	157/33%	6/32%	44/41%
Moderate	117/11%	28/6%	4/21%	9/8%
Little	7/1%	1/0.2%		4/4%
Very Little or None	1/0.1%			
c. Providing art instruction				
Very Great	146/14%	66/14%	2/11%	13/12%
Great	386/38%	153/32%	3/16%	38/33%
Moderate	453/44%	231/49%	9/47%	53/50%
Little	34/3%	21/5%	4/21%	5/5%
Very Little or None	2/0.2%	2/0.4%	1/5%	
d. Peer tutoring by students				
Very Great	387/38%	66/14%	7/37%	43/40%
Great	351/34%	101/21%	8/42%	47/44%
Moderate	219/21%	182/39%	3/16%	14/13%
Little	52/5%	91/19%		3/3%
Very Little or None	17/2%	32/7%	1/5%	
e. Improved acquisition of mathematics knowledge and skills				
Very Great	575/56%	241/51%	10/53%	53/49%
Great	361/35%	183/38%	4/21%	35/32%
Moderate	85/8%	48/10%	4/21%	19/18%
Little	3/0.3%	3/1%		1/1%
Very Little or None	1/0.1%		1/5%	

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
f. Counseling individual students				
Very Great	389/38%	146/31%	8/42%	34/32%
Great	417/41%	199/42%	6/32%	46/43%
Moderate	198/19%	116/25%	5/26%	22/21%
Little	18/2%	10/2%		4/4%
Very Little or None	2/0.2%	1/0.2%		1/1%
g. Individual diagnosis of student learning styles				
Very Great	332/32%	121/26%	6/33%	31/29%
Great	403/39%	208/44%	6/33%	41/38%
Moderate	264/26%	122/26%	6/33%	29/27%
Little	21/2%	17/4%		4/4%
Very Little or None	4/0.4%	4/1%		2/2%
h. Providing music instruction				
Very Great	118/12%	35/7%	3/17%	15/14%
Great	311/30%	119/25%	3/17%	30/28%
Moderate	500/47%	248/52%	9/50%	59/55%
Little	86/8%	62/13%	2/11%	4/4%
Very Little or None	11/1%	9/2%	1/5%	
i. Assessment of each pupil's educational progress				
Very Great	510/50%	202/42%	8/44%	48/45%
Great	406/40%	213/45%	10/56%	47/44%
Moderate	101/10%	58/12%		11/10%
Little	7/1%	3/1%		1/1%
Very Little or None	2/0.2%			
j. Providing a language arts program instruction				
Very Great	621/61%	278/59%	8/44%	60/56%
Great	335/33%	159/34%	8/44%	39/36%
Moderate	63/6%	30/6%	1/6%	9/8%
Little	2/0.2%	5/1%		
Very Little or None	2/0.2%		1/6%	

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
k. Helping students to establish satisfying interpersonal relationships				
Very Great	437/43%	215/46%	8/42%	43/40%
Great	443/43%	211/45%	8/42%	47/44%
Moderate	138/14%	44/9%	3/16%	16/15%
Little	6/1%	2/0.4%		2/2%
Very Little or None	1/0.1%			
l. Allowing students to progress at their own rate of learning				
Very Great	612/60%	171/36%	7/37%	48/44%
Great	344/34%	233/50%	10/53%	48/44%
Moderate	66/6%	60/13%	1/5%	10/9%
Little	2/0.2%	7/2%		2/2%
Very Little or None			1/5%	
m. One-to-one teacher to pupil instructional activities				
Very Great	295/29%	62/13%	4/21%	27/26%
Great	427/42%	171/36%	8/42%	39/37%
Moderate	253/25%	183/39%	5/26%	34/32%
Little	40/4%	50/11%	2/11%	4/4%
Very Little or None	9/1%	5/1%		2/2%
n. Providing social studies instruction				
Very Great	172/17%	57/12%	2/11%	22/20%
Great	403/39%	183/39%	5/26%	40/37%
Moderate	422/41%	213/45%	10/53%	45/42%
Little	25/2%	18/4%	1/5%	1/1%
Very Little or None	4/0.4%	1/0.2%	1/5%	
o. Small group instruction				
Very Great	349/34%	107/23%	7/37%	34/32
Great	467/46%	206/44%	6/32%	54/51
Moderate	191/19%	139/29%	4/21%	15/14
Little	17/2%	18/4%	2/11%	2/2%
Very Little or None	1/0.1%	2/0.4%		

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
p. Providing instruction in the physical sciences				
Very Great	133/13%	38/8%	2/11%	14/13%
Great	362/35%	130/28%	1/5%	38/35%
Moderate	473/46%	263/56%	11/58%	52/48%
Little	44/4%	36/8%	3/16%	4/4%
Very Little or None	12/1%	5/1%	2/11%	1/1%
q. Flexible use of classroom space				
Very Great	424/41%	113/24%	7/37%	32/29%
Great	380/37%	218/46%	10/53%	59/54%
Moderate	193/19%	119/25%	1/5%	16/15%
Little	20/2%	18/4%	1/5%	2/2%
Very Little or None	6/1%	2/0.4%		
r. Evaluation of student learning				
Very Great	476/47%	172/37%	8/42%	39/36%
Great	408/40%	244/52%	10/53%	49/45%
Moderate	129/13%	53/11%	1/5%	19/17%
Little	4/0.4%	2/0.4%		2/2%
Very Little or None	3/0.3%			
s. Flexibility in grouping pupils				
Very Great	447/44%	139/29%	8/42%	35/32%
Great	392/38%	221/47%	7/37%	53/49%
Moderate	158/15%	100/21%	3/16%	19/17%
Little	20/2%	12/3%	1/5%	2/2%
Very Little or None	8/1%	1/0.2%		
t. Planning and conducting conferences with parents				
Very Great	300/29%	110/23%	9/47%	33/30%
Great	400/39%	172/36%	7/37%	46/42%
Moderate	294/29%	162/34%	3/16%	25/23%
Little	26/3%	25/5%		5/5%
Very Little or None	5/1%	3/1%		

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
u. Promoting pupil's self-direction with respect to their own learning				
Very Great	481/47%	167/36%	8/42%	38/35%
Great	395/39%	234/50%	9/47%	51/47%
Moderate	132/13%	61/13%	1/5%	17/16%
Little	13/1%	7/2%	1/5%	2/2%
Very Little or None	2/0.2%			1/1%
v. Planning for instruction				
Very Great	423/41%	186/40%	8/42%	38/35%
Great	454/44%	230/49%	8/42%	56/51%
Moderate	131/13%	49/10%	2/11%	14/13%
Little	10/1%	5/1%	1/5%	1/1%
Very Little or None	4/0.4%			

H-4.5 In your opinion, are the goals that are unique to the 3 on 2 Program realistic and feasible? (Check one)

	Teacher		Principal	
	3/2	SC	3/2	Both
Yes	824/82%	132/29%	17/90%	88/82%
No	47/5%	105/23%		6/6%
Not sure	139/14%	216/48%	2/11%	13/12%

H-4.6 TEACHERS: We recognize that students vary considerably in their ability and progress. However, we are interested in your perception of the average progress that students in your class made this year. In other words, how much progress on the average do you feel your class made this year in the following areas: (Check one for each item)

PRINCIPALS: Below is a list of 14 areas of content, knowledge and personal development in which children can evidence growth. For each of the 14 areas, please compare your perception of the overall progress made this year by children in 3 on 2 classes and those at the same grade levels in self-contained classes:
(Only principals with both 3 on 2 and self-contained classes were asked to respond.)

	Teacher			Principal
	3/2	SC		Both
a. Reading				
Very Great	308/30%	130/27%	More Progress in 3/2	30/31%
Great	550/54%	253/53%		
Moderate	162/16%	93/19%	No Differences	60/63%
Little	4/0.4%	5/1%		
Very Little or None			More Progress in SC	6/6%
b. Becoming a more independent learner				
Very Great	249/24%	84/17%	More Progress in 3/2	60/64%
Great	527/52%	267/55%		
Moderate	236/23%	122/25%	No Differences	28/30%
Little	11/1%	8/2%		
Very Little or None	1/0.1%	1/0.2%	More Progress in SC	6/6%
c. Arithmetic				
Very Great	240/23%	88/18%	More Progress in 3/2	17/18%
Great	592/58%	266/55%		
Moderate	190/19%	128/26%	No Differences	71/74%
Little	2/0.2%	2/0.4%		
Very Little or None			More Progress in SC	8/8%
d. Taking an interest in school				
Very Great	284/28%	126/26%	More Progress in 3/2	29/31%
Great	517/51%	250/52%		
Moderate	215/21%	102/21%	No Differences	62/65%
Little	4/0.4%	4/1%		
Very Little or None	4/0.4%	1/0.2%	More Progress in SC	4/4%
e. Science				
Very Great	103/10%	31/6%	More Progress in 3/2	19/20%
Great	380/38%	146/30%		
Moderate	486/48%	271/56%	No Differences	73/78%
Little	39/4%	35/7%		
Very Little or None	3/0.3%		More Progress in SC	2/2%

(H-4 Continued)

	Teacher			Principal
	3/2	SC		Both
f. Exercising self-control				
Very Great	132/13%	64/13%	More Progress in 3/2	35/37%
Great	435/43%	232/48%		
Moderate	400/39%	176/36%	No Differences	44/47%
Little	44/4%	11/2%		
Very Little or None	12/1%		More Progress in SC	15/16%
g. Music				
Very Great	107/11%	28/6%	More Progress in 3/2	20/21%
Great	342/34%	142/30%		
Moderate	496/49%	257/53%	No Differences	70/74%
Little	68/7%	53/11%		
Very Little or None	9/1%	2/0.4%	More Progress in SC	5/5%
h. Communicating with adults				
Very Great	190/19%	62/13%	More Progress in 3/2	42/45%
Great	482/47%	194/41%		
Moderate	328/32%	209/44%	No Differences	46/49%
Little	22/2%	13/3%		
Very Little or None	1/0.1%		More Progress in SC	6/6%
i. Art				
Very Great	145/14%	52/11%	More Progress in 3/2	21/22%
Great	416/41%	185/38%		
Moderate	436/43%	224/46%	No Differences	71/75%
Little	25/2%	22/5%		
Very Little or None	2/0.2%		More Progress in SC	3/3%
j. Getting along with other children				
Very Great	232/23%	100/21%	More Progress in 3/2	49/52%
Great	522/51%	253/52%		
Moderate	251/25%	123/26%	No Differences	42/44%
Little	16/2%	6/1%		
Very Little or None	1/0.1%	1/0.2%	More Progress in SC	4/4%
k. Physical education				
Very Great	111/11%	37/8%	More Progress in 3/2	24/25%
Great	416/41%	153/32%		
Moderate	448/44%	263/55%	No Differences	69/72%
Little	45/4%	30/6%		
Very Little or None	2/0.2%		More Progress in SC	3/4%
l. Using time wisely				
Very Great	153/15%	64/13%	More Progress in 3/2	35/37%
Great	508/40%	266/55%		
Moderate	320/31%	145/30%	No Differences	47/50%
Little	34/3%	6/1%		
Very Little or None	9/1%		More Progress in SC	12/13%

(H-4 Continued)

	Teacher			Principal
	3/2	SC		Both
m. Developing a more positive self concept				
Very Great	255/25%	118/24%	More Progress in 3/2	43/45%
Great	516/50%	252/52%		
Moderate	240/23%	108/22%	No Differences	46/48%
Little	11/1%	5/1%		
Very Little or None	3/0.3%		More Progress in SC	6/6%
n. Social studies				
Very Great	110/11%	39/8%	More Progress in 3/2	21/22%
Great	411/40%	160/33%		
Moderate	465/46%	256/53%	No Differences	71/76%
Little	35/3%	27/6%		
Very Little or None	1/0.1%	1/0.2%	More Progress is SC	2/2%

(H-4 Continued)

H-4.7 Listed below are some statements about the 3 on 2 Program. For each statement, please indicate the extent to which you agree or disagree that the statement is true for 3 on 2.

	Teacher		Principal	
	3/2	SC	3/2	Both
In the 3 on 2 Program:				
a. children receive more individual attention from a teacher than in self-contained classrooms.				
Strongly Disagree	36/4%	116/25%		10/9%
Disagree	112/11%	168/36%	2/11%	31/28%
Don't Know	92/9%	74/16%		3/3%
Agree	334/33%	85/18%	12/63%	42/39%
Strongly Agree	444/44%	28/6%	5/26%	23/21%
b. children are confused with 3 adults in one room.				
Strongly Disagree	447/44%	35/1%	10/53%	39/36%
Disagree	431/42%	172/36%	8/42%	60/55%
Don't Know	56/6%	94/20%		1/1%
Agree	71/7%	135/29%	1/5%	7/6%
Strongly Agree	14/1%	36/8%		2/2%
c. children do not receive adequate discipline.				
Strongly Disagree	549/54%	50/11%	9/47%	36/33%
Disagree	356/35%	150/32%	10/53%	53/49%
Don't Know	30/3%	85/18%		3/3%
Agree	68/7%	136/29%		14/13%
Strongly Agree	21/2%	52/11%		2/2%
d. children can find at least one of the 3 adults with whom they can get along.				
Strongly Disagree	6/1%	6/1%		2/2%
Disagree	6/1%	28/6%		4/4%
Don't Know	13/1%	65/14%		8/7%
Agree	349/34%	288/61%	7/37%	57/52%
Strongly Agree	651/64%	83/18%	12/63%	38/35%

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
In the 3 on 2 Program:				
e. children in a 3 on 2 class learn from each other.				
Strongly Disagree	2/0.2%	13/3%		2/2%
Disagree	18/2%	34/7%		2/2%
Don't Know	25/2%	99/21%		6/6%
Agree	408/40%	272/58%	13/68%	63/58%
Strongly Agree	570/56%	54/11%	6/32%	36/33%
f. children are distracted from learning by the noise and movement in the class.				
Strongly Disagree	217/21%	16/3%	3/16%	17/16%
Disagree	480/47%	106/23%	13/68%	58/54%
Don't Know	73/7%	98/21%	1/5%	10/9%
Agree	203/20%	170/36%	2/11%	21/19%
Strongly Agree	47/5%	81/17%		2/2%
g. older children waste time tutoring younger ones.				
Strongly Disagree	488/48%	51/11%	7/37%	32/30%
Disagree	406/40%	188/40%	10/53%	65/61%
Don't Know	50/5%	84/18%		4/4%
Agree	60/6%	100/21%	2/11%	5/5%
Strongly Agree	17/2%	48/10%		1/1%
h. the 3 on 2 Program is too expensive.				
Strongly Disagree	375/37%	25/5%	6/32%	12/11%
Disagree	323/32%	88/19%	8/42%	29/27%
Don't Know	208/20%	126/27%	2/11%	22/20%
Agree	85/8%	126/27%	3/16%	34/32%
Strongly Agree	28/3%	106/22%		11/10%
i. teachers work together as a team and share their particular talents.				
Strongly Disagree	8/1%	23/5%	1/5%	
Disagree	23/2%	53/11%		5/5%
Don't Know	22/2%	73/16%		5/5%
Agree	293/29%	237/50%	8/42%	63/58%
Strongly Agree	673/66%	85/18%	10/53%	35/32%

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
In the 3 on 2 Program:				
j. children have a greater variety of materials and adults to work with than in a self-contained class.				
Strongly Disagree	10/1%	35/7%		5/5%
Disagree	47/5%	103/22%		9/8%
Don't Know	27/3%	40/9%		4/4%
Agree	311/30%	200/42%	10/53%	49/45%
Strongly Agree	629/61%	94/20%	9/47%	41/38%
k. children who are shy or having learning problems tend to get lost in a large group.				
Strongly Disagree	181/18%	12/3%	2/11%	9/8%
Disagree	457/45%	65/14%	13/69%	41/38%
Don't Know	61/6%	71/15%	2/11%	10/9%
Agree	249/24%	200/43%	2/11%	43/40%
Strongly Agree	72/7%	122/26%		5/5%
l. the classroom is sufficiently structured.				
Strongly Disagree	15/2%	23/5%	1/5%	2/2%
Disagree	67/7%	75/16%		9/8%
Don't Know	52/5%	146/31%	1/5%	9/8%
Agree	581/57%	205/44%	14/74%	70/65%
Strongly Agree	299/30%	20/4%	3/16%	18/17%
m. teachers have a greater chance for professional growth than teachers in self-contained classes.				
Strongly Disagree	32/3%	113/24%		7/6%
Disagree	94/9%	143/30%	2/11%	23/21%
Don't Know	96/10%	86/18%	1/5%	13/12%
Agree	206/30%	91/19%	9/47%	40/37%
Strongly Agree	394/48%	38/8%	7/37%	26/24%

(H-4 Continued)

	Teacher		Principal	
In the 3 on 2 Program:	3/2	SC	3/2	Both
n. when a teacher is absent, the students' instructional program is not interrupted.				
Strongly Disagree	10/1%	18/4%		1/1%
Disagree	59/6%	103/22%		16/15%
Don't Know	25/2%	109/23%		5/5%
Agree	445/44%	194/41%	10/53%	57/52%
Strongly Agree	483/47%	48/10%	9/47%	30/28%
o. the 3 on 2 Program lacks adequate leadership at the district and state levels.				
Strongly Disagree	57/6%	8/2%		4/4%
Disagree	234/23%	42/9%	8/42%	31/28%
Don't Know	270/27%	206/44%	3/16%	19/17%
Agree	304/30%	132/28%	6/32%	38/35%
Strongly Agree	154/15%	83/18%	2/11%	17/16%
p. the 3 on 2 teachers have not received adequate inservice training.				
Strongly Disagree	88/9%	11/2%	1/5%	9/8%
Disagree	394/39%	82/17%	6/32%	35/32%
Don't Know	140/14%	174/37%	2/11%	7/6%
Agree	295/29%	139/29%	8/42%	39/36%
Strongly Agree	106/10%	66/14%	2/11%	19/17%
q. teachers share their perceptions of a child with a fellow teacher before taking action.				
Strongly Disagree	4/0.4%	15/2%		1/1%
Disagree	30/3%	55/12%		4/4%
Don't Know	27/3%	145/31%	2/11%	15/14%
Agree	497/49%	208/44%	12/63%	72/66%
Strongly Agree	463/45%	51/11%	5/26%	17/16%

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
In the 3 on 2 Program:				
r. children are motivated to learn because they have an opportunity to explore their own interests.				
Strongly Disagree	10/1%	26/6%		1/1%
Disagree	77/8%	105/22%		13/12%
Don't Know	155/15%	192/41%	2/11%	34/32%
Agree	576/57%	134/29%	16/84%	52/48%
Strongly Agree	201/20%	14/3%	1/5%	8/7%
s. the 3 on 2 Program is limited by a lack of specificity about program goals and procedures.				
Strongly Disagree	201/20%	15/3%	1/5%	11/10%
Disagree	449/44%	94/20%	14/74%	60/56%
Don't Know	163/16%	195/42%	2/11%	13/12%
Agree	177/17%	117/25%	2/11%	19/18%
Strongly Agree	31/2%	46/10%		4/4%
t. most of the teachers in our school now working in 3 on 2 are there because they prefer it to self-contained classes.				
Strongly Disagree	48/5%	42/9%		2/2%
Disagree	136/13%	107/23%	3/16%	14/13%
Don't Know	190/19%	161/35%	2/11%	8/7%
Agree	356/35%	125/27%	7/37%	52/48%
Strongly Agree	294/29%	29/6%	7/37%	33/30%
u. children who have been in the 3 on 2 Program have no difficulties adjusting to regular classrooms when they grow older or move.				
Strongly Disagree	18/2%	54/12%		5/5%
Disagree	84/8%	94/20%	1/5%	15/14%
Don't Know	333/33%	177/38%	1/5%	11/10%
Agree	427/42%	131/28%	14/74%	57/53%
Strongly Agree	160/16%	15/3%	3/16%	20/19%

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
In the 3 on 2 Program:				
v. in 3 on 2, too much time is spent on non-instructional activities.				
Strongly Disagree	463/45%	28/6%	7/37%	21/19%
Disagree	458/45%	163/35%	11/58%	72/67%
Don't Know	38/4%	200/43%	1/5%	14/13%
Agree	48/5%	56/12%		
Strongly Agree	15/2%	21/5%		1/1%
w. parents are adequately involved in the decision about placing their child in 3 on 2.				
Strongly Disagree	122/17%	88/19%	3/16%	6/6%
Disagree	32/4%	186/40%	9/47%	48/44%
Don't Know	298/41%	139/30%	4/21%	18/17%
Agree	218/30%	47/10%	3/16%	32/29%
Strongly Agree	50/7%	9/2%		5/5%
x. teachers have not been adequately involved in developing the 3 on 2 implementation guides.				
Strongly Disagree	28/3%	8/2%	1/5%	1/1%
Disagree	176/17%	18/4%	7/37%	11/10%
Don't Know	331/32%	222/47%	4/21%	26/24%
Agree	395/39%	167/36%	6/32%	58/53%
Strongly Agree	91/9%	55/12%	1/5%	13/12%
y. teachers in 3 on 2 were asked what kinds of in-service training they needed.				
Strongly Disagree	70/7%	29/6%	1/5%	2/2%
Disagree	291/29%	57/12%	3/16%	26/24%
Don't Know	294/29%	320/68%	3/16%	27/25%
Agree	315/31%	57/12%	10/53%	50/46%
Strongly Agree	50/5%	7/2%	2/11%	3/3%

(H-4 Continued)

	Teacher		Principal	
	3/2	SC	3/2	Both
In the 3 on 2 Program:				
z. the principals have not provided adequate support for the 3 on 2 teams.				
Strongly Disagree	298/29%	42/9%	6/32%	28/26%
Disagree	484/47%	165/35%	10/53%	59/55%
Don't Know	128/13%	221/47%	2/11%	14/13%
Agree	82/8%	34/7%	1/5%	6/6%
Strongly Agree	30/3%	11/2%		1/1%

H-4.8 If it were possible for your school to retain the personnel and financial resources now used for 3 on 2 in your school, but you were given flexibility in how to use it, which of the following options would you be most inclined to favor for your school? (Check one)

	Teacher		Principal	
	3/2	SC	3/2	Both
Continuing the 3 on 2 Program as it now esists in my school	453/47%	45/11%	7/40%	28/32%
Continuing the 3 on 2 Program, but revising it	210/22%	30/7%	7/40%	19/22%
Reducing class size in self-contained classes	53/6%	139/32%		4/5%
Providing or assigning specialists in art, music or physical education	169/18%	170/40%	3/17%	14/16%
Providing or assigning remedial reading specialists	45/5%	23/5%	1/6%	12/14%
Hiring additional aides	9/1%	9/2%		2/2%
Other	16/2%	13/3%		8/9%

(H-4 Continued)

H-4-9 Seven areas of inservice training are listed below. For each area, if you have received training, please check under "PARTICIPATION" whether the training was sponsored by the Department of Education (DOE) or whether you received it from some other source (e.g., enrolled independently in a university course).

	TEACHER						PRINCIPAL					
	DOE SPONSORED		NON-DOE SPONSORED		TOTAL		DOE SPONSORED		NON-DOE SPONSORED		TOTAL	
	3/2	SC	3/2	SC	3/2	SC	3/2	Both	3/2	Both	3/2	Both
3 on 2 orientation	830	210	26	14	856/73%	224/39%	17	95	0	0	17/89%	95/86%
individualization of instruction	455	182	357	174	812/69%	356/62%	13	65	2	18	15/79%	83/75%
teaming process	545	118	81	53	626/53%	171/30%	12	50	3	18	15/79%	68/61%
improving children's self-concept	282	24	371	217	653/56%	241/42%	8	25	7	37	15/79%	62/56%
interpersonal relationships	899	119	120	169	1019/87%	288/50%	16	78	1	9	17/89%	87/78%
improving student self-direction	279	85	235	150	514/44%	235/41%	8	28	4	29	12/63%	57/51%
Hawaii English Program training	875	278	29	17	904/77%	295/51%	15	85	0	3	15/79%	88/79%

(H-4 Continued)

H-4.10 For those areas listed below where you have had training, indicate the extent to which you feel the inservice was effective in preparing you for your role as a teacher.

	TEACHER				PRINCIPAL			
	DOE SPONSORED		NON-DOE SPONSORED		DOE SPONSORED		NON-DOE SPONSORED	
	3/2	SC	3/2	SC	3/2	Both	3/2	Both
a. 3 on 2 orientation								
Very Great	64/8%	13/6%	9/35%			4/4%		
Great	236/28%	38/18%	7/27%	6/43%	6/35%	29/31%		
Moderate	392/47%	106/51%	9/35%	4/29%	10/59%	49/52%		
Little	106/13%	40/19%		4/29%	1/6%	12/13%		
Very Little/None	32/4%	13/6%	1/4%			1/1%		
b. Individualization of instruction								
Very Great	51/11%	24/13%	46/13%	22/13%	2/15%	4/6%	1/50%	1/6%
Great	172/38%	64/35%	158/44%	71/41%	3/23%	30/46%		12/67%
Moderate	195/43%	80/44%	139/39%	73/42%	7/54%	29/45%	1/50%	5/28%
Little	34/8%	12/7%	11/3%	8/5%	1/8%	1/2%		
Very Little/None	3/1%	2/1%	3/1%			1/2%		
c. Teaming Process								
Very Great	76/14%	10/9%	12/15%	4/8%			1/33%	2/11%
Great	199/37%	25/21%	37/46%	15/28%	5/42%	22/44%	2/67%	9/50%
Moderate	225/41%	64/54%	28/35%	30/57%	7/58%	25/50%		7/39%
Little	45/8%	19/16%	3/4%	3/6%		2/4%		
Very Little/None			1/2%	1/2%		1/2%		
d. Improving children's self-concept								
Very Great	40/14%	16/22%	77/21%	40/18%		3/12%	1/14%	8/22%
Great	127/45%	28/38%	190/51%	112/52%	4/50%	13/52%	5/71%	19/51%
Moderate	105/37%	26/35%	99/27%	62/29%	4/50%	9/36%		10/27%
Little	8/3%	3/4%	4/1%	3/1%			1/14%	
Very Little/None	2/1%	1/1%	1/.2%					
e. Interpersonal Relationships								
Very Great	196/22%	18/15%	30/25%	33/20%	3/19%	13/17%	1/100%	4/44%
Great	386/42%	46/39%	55/46%	81/48%	6/38%	41/53%		4/44%
Moderate	245/27%	44/37%	33/28%	51/30%	7/44%	20/26%		1/11%
Little	56/6%	8/7%	2/2%	4/2%		4/5%		
Very Little/None	16/2%	3/3%						

(H-4 Continued)

	TEACHER				PRINCIPAL			
	DOE SPONSORED		NON-DOE SPONSORED		DOE SPONSORED		NON-DOE SPONSORED	
	3/2	SC	3/2	SC	3/2	Both	3/2	Both
f. Improving student self-direction								
Very Great	46/17%	17/20%	36/15%	23/15%		1/4%	1/25%	4/14%
Great	128/46%	34/40%	117/50%	73/49%	3/38%	13/46%	2/50%	14/48%
Moderate	93/34%	31/36%	70/30%	51/34%	5/62%	12/43%	1/25%	10/35%
Little	9/3%	3/4%	12/5%	3/2%		2/7%		1/3%
Very Little/None	3/1%							
g. Hawaii English Program training								
Very Great	203/23%	40/14%	7/24%	3/18%	2/13%	5/6%		1/33%
Great	358/41%	96/35%	8/27%	4/24%	5/33%	21/25%		1/33%
Moderate	253/29%	105/38%	8/27%	8/47%	8/53%	45/53%		1/33%
Little	52/6%	23/8%	5/17%			14/17%		
Very Little/None	9/1%	14/5%	1/3%	2/12%				

(H-4 Continued)

H-4.11 How adequately prepared do you feel in each of the areas listed below?

	Teacher		Principal	
	3/2	SC	3/2	Both
a. Individualization of instruction				
Very poorly prepared	12/1%	9/2%		1/1%
Poorly prepared	32/3%	23/5%	1/5%	6/5%
Adequately prepared	265/26%	143/31%	7/37%	32/29%
Well prepared	473/47%	192/41%	8/42%	55/50%
Very well prepared	228/23%	97/20%	3/16%	17/15%
b. Teaming process				
Very poorly prepared	18/2%	54/12%		
Poorly prepared	34/3%	62/14%		11/10%
Adequately prepared	200/20%	166/36%	8/42%	22/20%
Well prepared	423/42%	123/27%	9/47%	62/56%
Very well prepared	335/33%	52/11%	2/11%	16/14%
c. Improving children's self-concept				
Very poorly prepared	2/.2%	4/1%		
Poorly prepared	20/2%	14/3%		2/2%
Adequately prepared	230/23%	107/23%	5/26%	28/25%
Well prepared	497/49%	210/45%	10/53%	54/49%
Very well prepared	261/26%	132/28%	4/21%	27/24%
d. Interpersonal relationships				
Very poorly prepared	7/1%	6/1%		
Poorly prepared	13/1%	19/4%		1/1%
Adequately prepared	156/15%	119/26%	7/37%	24/22%
Well prepared	497/49%	211/45%	6/32%	56/51%
Very well prepared	338/33%	112/24%	6/32%	30/27%
e. Improving student self-direction				
Very poorly prepared	7/1%	4/1%		
Poorly prepared	25/3%	18/3%		1/1%
Adequately prepared	245/24%	111/24%	9/47%	35/32%
Well prepared	496/44%	232/50%	8/42%	18/16%
Very well prepared	238/24%	100/22%	2/11%	18/16%

(H-4 Continued)

f. Hawaii English Program Training	Teacher		Principal	
	3/2	SC	3/2	Both
Very poorly prepared	87/33%	163/36%	1/5%	9/8%
Poorly prepared	38/4%	43/10%	3/16%	23/21%
Adequately prepared	133/14%	72/16%	9/47%	51/46%
Well prepared	374/39%	100/22%	5/26%	19/17%
Very well prepared	325/34%	71/16%	1/5%	9/5%

TABLE H-5

Items Answered by Principals and Parents

H-5.1 Do you feel the 3 on 2 program should be put in fourth to sixth grade classes? (Check one)

	Principals		Parents		
	3/2[a]	Both[b]	3/2[c]	SC[d]	Both[e]
Yes	7/39%	42/39%	179/36%	37/17%	50/28%
No	8/44%	57/53%	185/37%	110/51%	89/50%
I Don't Know	3/17%	8/8%	134/27%	67/31%	40/22%

[a] Principals of schools with only 3 on 2 classrooms

[b] Principals of schools with both 3 on 2 and self-contained classrooms

[c] Parents of children in 3 on 2 classes

[d] Parents of children in self-contained classes

[e] Parents of children in both self-contained and 3 on 2 classes

TABLE H-6

Items Answered by Teachers, Principals, and Parents

H-6.1 In general, do parents understand enough about the 3 on 2 program (or schooling in general) to make that choice wisely? (Check one)

	Principals		Teachers	
	3/2[a]	Both[b]	3/2[c]	SC[d]
Yes	6/32%	39/38%	191/19%	42/9%
No	13/68%	65/63%	483/49%	262/55%
I Don't Know*			314/32%	171/36%

*Principals did not have "I don't know" option

H-6.2 How good is your understanding of the 3 on 2 program? (Check one)

	Parents		
	3/2[e]	SC[f]	Both[g]
Know Very Little	54/11%	63/28%	38/21%
Know Something	321/64%	123/55%	91/51%
Know Very Much	128/25%	36/16%	51/28%

H-6.3 Have the parents of the children in your school been given a choice as to whether their children (kindergarten through third grade) would be in a self-contained or a 3 on 2 classroom? (Check one)

	Principals		Teachers	
	3/2[h]	Both	3/2	SC
Yes		52/54%	344/34%	161/34%
No		41/42%	559/56%	225/47%
I Don't Know		4/4%	98/10%	93/19%

[a] Principals of schools with only 3 on 2 classrooms
[b] Principals of schools with both 3 on 2 and self-contained classrooms
[c] Teachers of 3 on 2 classes
[d] Teachers of self-contained classes
[e] Parents with children in 3 on 2 classrooms
[f] Parents with children in self-contained classrooms
[g] Parents with children in both 3 on 2 and self-contained classrooms
[h] Principals told not to answer

(H-6 Continued)

H-6.4 Did you have a choice this year whether your child (or children) in kindergarten through third grade would be in a self-contained or a 3 on 2 classroom? (Check one)

	Parents		
	3/2	SC	Both
Yes	126/25%	62/28%	44/24%
No	321/65%	126/58%	103/57%
I Don't Know	51/10%	30/14%	33/18%

H-6.5 If you had a choice whether your child (or children) would be in a self-contained or 3 on 2 classroom, which did you choose? (Check one)

	Parents		
	3/2	SC	Both
Self-Contained	11/9%	44/80%	24/59%
3 on 2	116/91%	11/20%	17/42%

H-6.6 What do you feel should happen to the 3 on 2 program at the kindergarten to third grade levels? (Check one)

	Principals		Teachers		Parents		
	3/2	Both	3/2	SC	3/2	SC	Both
Expand It	5/28%	16/15%	256/26%	38/8%	127/27%	23/12%	35/20%
Keep At Present Level	12/67%	58/55%	608/61%	193/42%	233/50%	76/39%	75/43%
Reduce It	1/6%	12/11%	91/9%	92/20%	63/13%	30/15%	32/18%
Eliminate It		20/19%	45/5%	134/29%	48/10%	68/35%	32/18%

(H-6 Continued)

H-6.7 How important do you feel it is to keep 3 on 2 as an option for those schools, students, and teachers who want it? (Check one)

	Principals		Teachers		Parents		
	3/2	Both	3/2	SC	3/2	SC	Both
Very Important	18/95%	73/66%	832/82%	202/43%	266/55%	79/38%	82/36%
Somewhat Important	1/5%	26/24%	147/15%	161/34%	181/37%	79/38%	67/37%
Not Important		11/10%	32/3%	106/23%	40/8%	49/24%	30/17%

H-6.8 If it were possible, how important do you feel it is that there be a self-contained classroom at every grade (K-3) in every school?

	Principals		Teachers		Parents		
	3/2	Both	3/2	SC	3/2	SC	Both
Very Important	8/42%	72/66%	681/68%	415/88%	265/55%	163/77%	115/65%
Somewhat Important	9/47%	29/26%	257/26%	40/9%	158/33%	37/18%	50/28%
Not Important	2/11%	9/8%	65/7%	18/4%	61/13%	12/6%	12/7%

TABLE H-7

Items Answered by Modified 3 on 2 Teachers

H-7.1 Who was primarily responsible for the decision to implement (or not to implement) the 3 on 2 program in your school? (Check one)

a. The teaching staff	
b. The principal	18/45%
c. The District Superintendent	1/3%
d. The Department of Education (DOE)	10/25%
e. I don't know	10/25%

H-7.2 Have the parents of the children in your school been given a choice as to whether their children (kindergarten through third grade) would be in a self-contained or a 3 on 2 classroom? (Check one)

Yes	15/39%
No	19/49%
I don't know	5/13%

H-7.3 In general, do parents understand enough about the 3 on 2 program (or schooling in general) to make that choice wisely? (Check one)

Yes	5/13%
No	15/38%
I don't know	20/50%

(H-7 Continued)

H-7.4 Below is a list of types of children. Next to each is (1) a place for you to mark if you think that the 3 on 2 class is not appropriate for this type of child, (2) a place for you to mark if you think that the self-contained class is NOT appropriate for this type of child, and (3) a place for you to mark if you believe both ARE appropriate for this type of child.

a. Children with specific learning disabilities	
3/2 not appropriate	11/28%
SC not appropriate	3/8%
Both are appropriate	23/58%
2 or more responses chosen	3/8%
b. Children with short attention spans	
3/2 not appropriate	12/30%
SC not appropriate	1/3%
Both are appropriate	26/65%
2 or more responses chosen	1/3%
c. High ability children	
3/2 not appropriate	1/3%
SC not appropriate	5/13%
Both are appropriate	33/83%
2 or more responses chosen	1/3%
d. Average ability children	
3/2 not appropriate	
SC not appropriate	1/3%
Both are appropriate	38/95%
2 or more responses chosen	1/3%
e. Low ability children	
3/2 not appropriate	3/8%
SC not appropriate	4/10%
Both are appropriate	32/80%
2 or more responses chosen	1/3%
f. Children who lack self-direction	
3/2 not appropriate	20/50%
SC not appropriate	4/10%
Both are appropriate	16/40%
2 or more responses chosen	
g. Children with behavior problems	
3/2 not appropriate	8/20%
SC not appropriate	1/3%
Both are appropriate	30/75%
2 or more responses chosen	1/3%

(H-7 Continued)

h. Shy children	
3/2 not appropriate	7/18%
SC not appropriate	2/5%
Both are appropriate	31/78%
2 or more responses chosen	
i. Kindergarten children	
3/2 not appropriate	13/33%
SC not appropriate	
Both are appropriate	26/67%
2 or more responses chosen	
j. Children in third grade	
3/2 not appropriate	1/3%
SC not appropriate	1/3%
Both are appropriate	37/95%
2 or more responses chosen	
k. Economically disadvantaged children	
3/2 not appropriate	1/3%
SC not appropriate	
Both are appropriate	39/98%
2 or more responses chosen	
l. Children from wealthy communities	
3/2 not appropriate	
SC not appropriate	
Both are appropriate	40/100%
2 or more responses chosen	

H-7.5 In our school: (Check one)

a. the students with learning and/or behavior problems tend to get assigned to self-contained classrooms	3/8%
b. the students with learning and/or behavior problems tend to get assigned to 3 on 2 classrooms	2/5%
c. the students with learning and/or behavior problems are equitably divided between 3 on 2 and self-contained classrooms	29/76%
d. I don't know where students with learning and/or behavior problems were placed	4/11%

(H-7 Continued)

H-7.6 On what basis were you assigned to the 3 on 2 program? (Check one)

a. I volunteered	17/44%
b. The principal assigned me	11/28%
c. Form 3 on 2 teams or lose faculty position	3/8%
d. Other (please explain)	8/21%

H-7.7 On what basis was your 3 on 2 team formed? (Check any that apply)

a. Personal compatibility	8/20%
b. Shared philosophies of education	6/15%
c. Balance subject matter expertise	2/5%
d. Balance teaching styles	2/5%
e. Self-selection by teachers	21/53%
f. I don't know	6/15%
g. Other (please explain)	13/33%

H-7.8 What have you been able to learn from working with other teachers on your 3 on 2 team? (Check any that are appropriate)

a. Instructional techniques in language arts	35/88%
b. Instructional techniques in mathematics	28/70%
c. Instructional techniques in music, art or physical education	32/80%
d. Ways to individualize instruction	30/75%
e. Classroom management techniques	37/93%
f. Other techniques, ideas, etc. (please list)	11/28%
g. I have not learned anything	1/3%

(H-7 Continued)

H-7.9 Below is a list of statements. To what extent are these statements goals of your class? (Check one for each goal)

a. Improved acquisition of reading skills

Very Great	30/75%
Great	7/18%
Moderate	3/8%
Little	
Very Little or None	

b. Promoting students' positive and realistic self-concept

Very Great	23/58%
Great	13/33%
Moderate	4/10%
Little	
Very Little or None	

c. Providing art instruction

Very Great	7/18%
Great	12/30%
Moderate	20/50%
Little	1/3%
Very Little or None	

d. Peer tutoring by students

Very Great	8/20%
Great	10/25%
Moderate	16/40%
Little	5/13%
Very Little or None	1/3%

e. Improved acquisition of mathematics knowledge and skills

Very Great	26/65%
Great	11/28%
Moderate	3/8%
Little	
Very Little or None	

f. Counseling individual students

Very Great	21/53%
Great	10/25%
Moderate	7/18%
Little	2/5%
Very Little or None	

g. Individual diagnosis of student learning styles

Very Great	20/50%
Great	8/20%
Moderate	11/28%
Little	1/3%
Very Little or None	

(H-7 Continued)

h. Providing music instruction	
Very Great	5/13%
Great	10/25%
Moderate	20/50%
Little	5/13%
Very Little or None	
i. Assessment of each pupil's educational progress	
Very Great	21/53%
Great	17/43%
Moderate	2/5%
Little	
Very Little or None	
j. Providing a language arts program instruction	
Very Great	26/65%
Great	10/25%
Moderate	4/10%
Little	
Very Little or None	
k. Helping students to establish satisfying interpersonal relationships	
Very Great	22/55%
Great	13/33%
Moderate	5/13%
Little	
Very Little or None	
l. Allowing students to progress at their own rate of learning	
Very Great	20/50%
Great	16/40%
Moderate	3/8%
Little	1/3%
Very Little or None	
m. One-to-one teacher to pupil instructional activities	
Very Great	12/30%
Great	12/30%
Moderate	13/33%
Little	3/8%
Very Little or None	
n. Providing social studies instruction	
Very Great	5/13%
Great	12/30%
Moderate	22/55%
Little	1/3%
Very Little or None	

(H-7 Continued)

o.	Small group instruction	
	Very Great	11/28%
	Great	18/45%
	Moderate	9/23%
	Little	2/5%
	Very Little or None	
p.	Providing instruction in the physical sciences	
	Very Great	5/13%
	Great	9/23%
	Moderate	24/60%
	Little	2/5%
	Very Little or None	
q.	Flexible use of classroom space	
	Very Great	15/38%
	Great	14/35%
	Moderate	10/25%
	Little	
	Very Little or None	1/3%
r.	Evaluation of student learning	
	Very Great	19/48%
	Great	15/38%
	Moderate	6/15%
	Little	
	Very Little or None	
s.	Flexibility in grouping pupils	
	Very Great	17/43%
	Great	14/35%
	Moderate	8/20%
	Little	
	Very Little or None	1/3%
t.	Planning and conducting conferences with parents	
	Very Great	9/23%
	Great	19/48%
	Moderate	11/28%
	Little	1/3%
	Very Little or None	
u.	Promoting pupil's self-direction with respect to their own learning	
	Very Great	14/35%
	Great	21/53%
	Moderate	5/13%
	Little	
	Very Little or None	
v.	Planning for instruction	
	Very Great	19/48%
	Great	14/35%
	Moderate	6/15%
	Little	1/3%
	Very Little or None	

(H-7 Continued)

H-7.10 In your opinion, are the goals that are unique to the 3 on 2 program realistic and feasible? (Check one)

Yes	30/75%
No	1/3%
Not Sure	9/23%

H-7.11 We recognize that students vary considerably in their ability and progress. However, we are interested in your perception of the average progress that students in your class made this year. In other words, how much progress on the average do you feel your class has made this year in the following areas: (Check one for each item)

a. Reading	
Very Great	15/38%
Great	18/45%
Moderate	7/18%
Little	
Very Little or None	
b. Becoming a more independent learner	
Very Great	11/28%
Great	20/50%
Moderate	9/23%
Little	
Very Little or None	
c. Arithmetic	
Very Great	12/30%
Great	17/43%
Moderate	11/28%
Little	
Very Little or None	
d. Taking an interest in school	
Very Great	14/35%
Great	19/48%
Moderate	7/18%
Little	
Very Little or None	
e. Science	
Very Great	3/8%
Great	10/25%
Moderate	26/65%
Little	1/3%
Very Little or None	

(H-7 Continued)

f. Exercising self-control	
Very Great	8/20%
Great	12/30%
Moderate	20/50%
Little	
Very Little or None	
g. Music	
Very Great	4/10%
Great	10/25%
Moderate	24/60%
Little	2/5%
Very Little or None	
h. Communicating with adults	
Very Great	9/23%
Great	22/55%
Moderate	8/20%
Little	1/3%
Very Little or None	
i. Art	
Very Great	7/18%
Great	9/23%
Moderate	23/59%
Little	
Very Little or None	
j. Getting along with other children	
Very Great	8/20%
Great	23/58%
Moderate	7/18%
Little	2/5%
Very Little or None	
k. Physical education	
Very Great	3/8%
Great	14/35%
Moderate	23/58%
Little	
Very Little or None	
l. Using time wisely	
Very Great	7/18%
Great	15/38%
Moderate	16/40%
Little	2/5%
Very Little or None	

(H-7 Continued)

m. Developing a more positive self-concept

Very Great	13/33%
Great	20/50%
Moderate	7/18%
Little	
Very Little or None	

n. Social studies

Very Great	4/10%
Great	9/23%
Moderate	27/38%
Little	
Very Little or None	

H-7.12 Listed below are some statements about the 3 on 2 program. For each statement, please indicate the extent to which you agree or disagree that the statement is true for 3 on 2. Circle SD for strongly disagree, D for disagree, ? for don't know, A for agree, and SA for strongly agree.

In the 3 on 2 program:

a. children receive more individual attention from a teacher than in self-contained classrooms

Strongly Disagree	3/8%
Disagree	3/8%
Don't Know	6/15%
Agree	17/43%
Strongly Agree	11/28%

b. children are confused with three adults in one room

Strongly Disagree	20/51%
Disagree	17/44%
Don't Know	
Agree	2/5%
Strongly Agree	

c. children do not receive adequate discipline

Strongly Disagree	23/58%
Disagree	9/23%
Don't Know	4/10%
Agree	2/5%
Strongly Agree	2/5%

(H-7 Continued)

d. children can find at least one of the three adults with whom they can get along	
Strongly Disagree	2/5%
Disagree	1/3%
Don't Know	1/3%
Agree	16/40%
Strongly Agree	20/50%
e. children in a 3 on 2 class learn from each other	
Strongly Disagree	2/5%
Disagree	1/3%
Don't Know	
Agree	16/40%
Strongly Agree	21/53%
f. children are distracted from learning by the noise and movement in the class	
Strongly Disagree	4/10%
Disagree	21/54%
Don't Know	1/3%
Agree	11/28%
Strongly Agree	2/5%
g. older children waste time tutoring younger ones	
Strongly Disagree	11/28%
Disagree	22/56%
Don't Know	2/5%
Agree	3/8%
Strongly Agree	1/3%
h. the 3 on 2 program is too expensive	
Strongly Disagree	16/40%
Disagree	10/25%
Don't Know	11/28%
Agree	1/3%
Strongly Agree	2/5%
i. teachers work together as a team and share their particular talents	
Strongly Disagree	
Disagree	1/3%
Don't Know	2/5%
Agree	17/43%
Strongly Agree	20/50%

(H-7 Continued)

j. children have a greater variety of materials and adults to work with than in a self-contained classroom	
Strongly Disagree	
Disagree	5/13%
Don't Know	1/3%
Agree	18/45%
Strongly Agree	16/40%
k. children who are shy or having learning problems tend to get lost in a large group	
Strongly Disagree	3/8%
Disagree	23/58%
Don't Know	4/10%
Agree	6/15%
Strongly Agree	4/10%
l. the classroom is sufficiently structured	
Strongly Disagree	1/3%
Disagree	2/5%
Don't Know	3/8%
Agree	24/60%
Strongly Agree	10/25%
m. teachers have a greater chance for professional growth than teachers in self-contained classrooms	
Strongly Disagree	
Disagree	5/13%
Don't Know	4/10%
Agree	15/38%
Strongly Agree	16/40%
n. when a teacher is absent, the students' instructional program is not interrupted	
Strongly Disagree	
Disagree	4/10%
Don't Know	3/8%
Agree	16/40%
Strongly Agree	17/43%
o. the 3 on 2 program lacks adequate leadership at the district and state levels	
Strongly Disagree	1/3%
Disagree	8/20%
Don't Know	9/23%
Agree	9/23%
Strongly Agree	13/33%

(H-7 Continued)

p. the 3 on 2 teachers have not received adequate inservice training	
Strongly Disagree	1/3%
Disagree	13/33%
Don't Know	8/20%
Agree	10/25%
Strongly Agree	8/20%
q. teachers share their perceptions of a child with a fellow teacher before taking action	
Strongly Disagree	
Disagree	1/3%
Don't Know	3/8%
Agree	25/63%
Strongly Agree	11/28%
r. children are motivated to learn because they have an opportunity to explore their own interests	
Strongly Disagree	
Disagree	1/3%
Don't Know	4/10%
Agree	33/83%
Strongly Agree	2/5%
s. the 3 on 2 program is limited by a lack of specificity about program goals and procedures	
Strongly Disagree	2/5%
Disagree	19/48%
Don't Know	14/35%
Agree	4/13%
Strongly Agree	
t. most of the teachers in our school now working in 3 on 2 are there because they prefer it to self-contained classes	
Strongly Disagree	
Disagree	8/20%
Don't Know	9/23%
Agree	17/43%
Strongly Agree	6/15%
u. children who have been in the 3 on 2 program have no difficulties adjusting to regular classrooms when they grow older or move	
Strongly Disagree	2/5%
Disagree	3/8%
Don't Know	19/48%
Agree	9/23%
Strongly Agree	7/18%

(H-7 Continued)

v. in 3 on 2, too much time is spent on non-instructional activities

Strongly Disagree	17/43%
Disagree	18/45%
Don't Know	2/5%
Agree	3/8%
Strongly Agree	

w. parents are adequately involved in the decision about placing their child in 3 on 2

Strongly Disagree	8/20%
Disagree	12/30%
Don't Know	11/28%
Agree	9/23%
Strongly Agree	

x. teachers have not been adequately involved in developing the 3 on 2 implementation guidelines

Strongly Disagree	
Disagree	5/13%
Don't Know	8/20%
Agree	21/53%
Strongly Agree	6/15%

y. teachers in 3 on 2 were asked what kinds of inservice training they needed

Strongly Disagree	7/18%
Disagree	6/15%
Don't Know	14/35%
Agree	13/33%
Strongly Agree	

z. the principals have not provided adequate support for the 3 on 2 teams

Strongly Disagree	4/10%
Disagree	20/50%
Don't Know	6/15%
Agree	6/15%
Strongly Agree	4/10%

(H-7 Continued)

H-7.13 How adequately prepared do you feel in each of the areas listed below? (Please circle one for each area)

a. Individualization of instruction	
Very poorly prepared	1/3%
	3/8%
	15/39%
	17/44%
Very well prepared	3/8%
b. Teaming process	
Very poorly prepared	1/3%
	3/8%
	12/31%
	13/33%
Very well prepared	10/26%
c. Improving children's self-concept	
Very poorly prepared	1/3%
	11/28%
	15/39%
Very well prepared	12/31%
d. Interpersonal relationships	
Very poorly prepared	
	7/18%
	20/51%
Very well prepared	12/31%
e. Improving student self-direction	
Very poorly prepared	1/3%
	2/5%
	11/28%
	19/49%
Very well prepared	6/15%
f. Hawaii English Program training	
Very poorly prepared	9/27%
	2/6%
	8/24%
	8/24%
Very well prepared	6/18%

(H-7 Continued)

H-7.14 How adequate for individualizing instruction do you feel the classroom materials are that you have in the following areas: (Circle one for each area)

a. Language Arts	
Completely Inadequate	
	3/8%
	6/15%
	16/41%
Completely Adequate	14/36%
b. Mathematics	
Completely Inadequate	1/3%
	5/13%
	14/36%
	16/41%
Completely Adequate	3/8%
c. Social Studies	
Completely Inadequate	6/15%
	10/26%
	18/46%
	4/10%
Completely Adequate	1/3%
d. Science	
Completely Inadequate	6/16%
	10/26%
	12/32%
	7/18%
Completely Adequate	3/8%
e. Music	
Completely Inadequate	7/18%
	10/26%
	14/37%
	6/16%
Completely Adequate	1/3%

(H-7 Continued)

H-7.15 We are attempting to inventory the amount of special instructional talent which exists in the Hawaii elementary schools. Whether you are a member of a team or teach in a self-contained classroom, we are interested in your special areaas f expertise. Please indicate below whether you have any particular training and/or expertise in each area listed. (Check any that apply)

Reading	17/43%
Art	12/30%
Math/Arithmetic	14/35%
Music	9/23%
Elementary counseling	6/15%
Physical education	5/13%
Other (please explain)	3/8%

H-7.16 Several types of teaching situations are listed below under the two broad categories of 3 on 2 and self-contained. If given a choice, in which of these teaching situations would you prefer to teach next year? (Check only one from the entire list)

a. Self-Contained	
1 teacher, 25-35 students	1/3%
1 teacher, full-time aide, 25-35 students	2/7%
1 teacher, part-time aide(s), 25-35 students	2/7%
2 teachers, 50-70 students	
Other variations (please specify)	
b. 3 on 2	
3 teachers, 50-70 students	10/32%
2 teachers, full-time aide, 50-70 students	14/45%
6 teachers, 100-140 students	
4 teachers, 2 full time aides, 100-140 students	
Other variations (please specify)	2/7%

(H-7 Continued)

H-7.17 If you are a self-contained teacher, how would you feel if you were switched to a 3 on 2 classroom next year? (Check one)

a.	Prefer to switch	5/83%
b.	Would not care	1/17%
c.	Would be disappointed but would not protest	
d.	Would protest but would accept	
e.	Would transfer to another school	
f.	Would resign or retire	
g.	I don't know	
h.	Other (please list)	

H-7.18 If you are a 3 on 2 teacher, how would you feel if you were switched to a self-contained classroom next year? (Check one)

a.	Prefer to switch	9/23%
b.	Would not care	6/15%
c.	Would be disappointed but would not protest	8/20%
d.	Would protest but would accept	9/23%
e.	Would transfer to another school	3/8%
f.	Would resign or retire	
g.	I don't know	2/5%
h.	Other (please list)	3/8%

(H-7 Continued)

H-7.19 Among the teachers with whom you work closely, how effectively do you feel each of the following activities has been accomplished? (Check one rating for each activity)

a. Cooperative instructional planning

Very Great	12/30%
Great	11/28%
Moderate	13/33%
Little	3/8%
Very Little or None	
Not Applicable	1/3%

b. Team teaching

Very Great	15/38%
Great	13/33%
Moderate	10/25%
Little	2/5%
Very Little or None	
Not Applicable	

c. Sharing successful teaching approaches with other teachers

Very Great	12/30%
Great	12/30%
Moderate	14/35%
Little	2/5%
Very Little or None	
Not Applicable	

d. Using each other's strengths and talents for improving instruction

Very Great	17/43%
Great	15/38%
Moderate	7/18%
Little	1/3%
Very Little or None	
Not Applicable	

e. Sharing student learning materials

Very Great	14/36%
Great	14/36%
Moderate	10/26%
Little	1/3%
Very Little or None	
Not Applicable	

(H-7 Continued)

H-7.20 What do you feel should happen to the 3 on 2 program at the kindergarten to third grade level? (Check one)

a. Expand it	7/18%
b. Keep at present level	28/72%
c. Reduce it	3/8%
d. Eliminate it	1/3%

H-7.21 How important do you feel it is to keep 3 on 2 as an option for those schools, students, and teachers who want it? (Check one)

Very Important	34/87%
Somewhat Important	5/13%
Not Important	

H-7.22 If it were possible, how important do you feel it is that there be a self-contained classroom at every grade (K-3) in every school?

Very Important	25/64%
Somewhat Important	12/31%
Not Important	2/5%

H-7.23 If it were possible for your school to retain the personnel and financial resources now used for 3 on 2 in your school, but you were given flexibility in how to use it, which of the following options would you be most inclined to favor for your school? (Check one)

a. Continue 3 on 2 as it now exists	17/44%
b. Continue 3 on 2 but revise it	12/31%
c. Reduce class size in SC classes	1/3%
d. Provide/assign specialists in art, music or physical education	7/18%
e. Provide/assign remedial reading spec.	
f. Hire additional aides	1/3%
g. Other (please explain)	1/3%

APPENDIX I

Tabled Responses to Items on the Fall 1976 Questionnaires

Teacher Views of Classroom Instruction
Fourth Grade Teacher Questionnaire

TABLE I-1

TEACHER VIEWS OF CLASSROOM INSTRUCTION

Directions: This inventory poses a series of questions to which your candid response is solicited. There are no right or wrong answers, so please answer frankly. Do not sign your name. Choose one answer for each item.

I-1.1 In which classroom organizational structure do you teach?

3 on 2	Self-Contained
105/72%	40/27%

I-1.2 At what grade level, or combination of grade levels, do you teach? (Check as many as apply)

3 on 2				Self-Contained				
K-1	1-2	2-3	Other	K	1	2	3	Other
4/3%		101/96%				5/13%	31/78%	4/9%

I-1.3 What is the highest degree you hold?

	3 on 2	Self-Contained
None	1/1%	-
Bachelors	78/74%	30/75%
Masters	24/23%	10/25%
Specialist	-	-
Doctorate	-	-

I-1.4 How many credit hours beyond your highest degree have you earned?

	3 on 2	Self-Contained
1-10	1/1%	5/13%
11-20	4/4%	2/5%
21-30	10/10%	4/10%
31 or More	88/84%	29/73%

(I-1 Continued)

I-1.5 Please note your total years of teaching experience.

	3 on 2	Self-contained
1	-	-
2	-	-
3	-	-
4-9	35/33%	9/23%
10-19	54/51%	21/53%
20 or More	16/15%	10/25%

I-1.6 How many years have you taught in the type of classroom organization (e.g., 3 on 2 or self-contained) in which you are now teaching?

	3 on 2	Self-Contained
1	5/5%	1/3%
2	4/4%	-
3	8/8%	3/8%
4-9	86/82%	18/45%
10-19	-	12/30%
20 or More	-	6/15%

I-1.7 Do you use the Hawaii English Program (HEP) in your classroom?

	3 on 2	Self-Contained
Yes	76/72%	16/40%
No	29/28%	24/60%

(I-1 Continued)

I-1.8 Approximately what percentage of your work week do you generally spend in each of the following activities?

		3 on 2	Self-Contained
a. Total Class Instruction	0-25%	77/79%	19/50%
	26-50%	18/18%	14/37%
	51-75%	2/2%	2/5%
	76-100%	1/1%	3/8%
b. Small Group Instruction (less than 15 pupils)	0-25%	63/68%	25/71%
	26-50%	28/30%	8/23%
	51-75%	1/1%	2/6%
	76-100%		
c. Individual Instruction	0-25%	73/72%	29/78%
	26-50%	26/26%	8/22%
	51-75%	1/1%	
	76-100%	1/1%	
d. Individual Student Counseling	0-25%	96/100%	33/100%
	26-50%		
	51-75%		
	76-100%		
e. Supervising Seat Work	0-25%	90/99%	32/100%
	26-50%	1/1%	
	51-75%		
	76-100%		
f. Counselling With Parents	0-25%	81/100%	24/96%
	26-50%		1/4%
	51-75%		
	76-100%		
g. Preparation of Lessons	0-25%	87/99%	35/97%
	26-50%		1/3%
	51-75%	1/1%	
	76-100%		
h. Record Keeping	0-25%	97/100%	35/97%
	26-50%		1/3%
	51-75%		
	76-100%		
i. Assessment of Students	0-25%	96/99%	33/97%
	26-50%	1/1%	1/3%
	51-75%		
	76-100%		
j. Other	0-25%	7/41%	5/100%
	26-50%	9/53%	
	51-75%	1/6%	
	76-100%		

(I-1 Continued)

I-1.9 Teachers in elementary schools are typically called on to carry all instruction dealing with a variety of subject matters. Sometimes, of course, they are obliged to teach in subject areas where they don't feel particularly confident. Think carefully about your own instructional responsibilities, then check the percentage of time in your personally conducted teaching activities when you do NOT feel totally confident in your own subject matter competence. (Check one)

	3/2[a]	SC[b]
0%	12/11%	8/20%
10%	61/58%	22/55%
20%	17/16%	8/20%
30%	7/7%	
40%	4/4%	1/3%
50%		
60%		
70%		
80%		
90%		
100%		

I-1.10 As you think about the full range of instructional procedures which teachers might employ in a classroom, how would you describe your own range of instructional techniques which you can employ?

	3/2[a]	SC[b]
Extremely Large Range	18/17%	4/10%
Large Range	50/48%	23/57%
Average Range	35/33%	13/33%
Small Range		
Extremely Small Range		

[a] Teachers of 3 on 2 classrooms

[b] Teachers of self-contained classrooms

(I-1 Continued)

I -1.11 Consider the diverse types of techniques which might be employed to evaluate pupil progress, what variety of evaluation techniques could you apply if you wished?

	3/2	SC
Extremely Large Variety of Techniques	10/10%	
Large Variety of Techniques	42/40%	14/35%
Average Variety of Techniques	49/47%	26/65%
Small Variety of Techniques	1/1%	
Extremely Small Variety of Techniques		

I-1.12 Think about the various types of disciplinary procedures that teachers employ to deal with student behavior problems, then describe the range of disciplinary techniques which you personally could employ if necessary.

	3/2	SC
Extremely Large Range of Techniques	2/2%	2/5%
Large Range of Techniques	34/32%	18/45%
Average Range of Techniques	58/55%	17/43%
Small Range of Techniques	5/5%	3/7%
Extremely Small Range of Techniques	4/4%	

I-1.13 Do you think that all pupils in a particular primary class should experience the same instructional activities and take the same tests?

	3/2	SC
Definitely Yes	2/2%	1/3%
Probably Yes	10/10%	8/20%
Uncertain	10/10%	4/10%
Probably Not	39/37%	18/45%
Definitely Not	41/39%	9/22%

(I-1 Continued)

I-1.14 How important do you think it is in the primary grades to promote self-directed learning, even if such an emphasis results in some decreased academic achievement on the part of pupils?

	3/2	SC
Extremely Important	18/17%	3/8%
Important	71/68%	21/52%
Uncertain	7/7%	12/30%
Unimportant	6/6%	2/5%
Extremely Unimportant		2/5%

I-1.15 As a teacher, how important do you believe it is to individualize instruction for your pupils?

	3/2	SC
Extremely Important	48/46%	8/20%
Important	54/51%	27/67%
Uncertain	3/3%	4/10%
Unimportant		1/3%
Extremely Unimportant		

I-1.16 Regardless of how important you personally think it is to individualize instruction for pupils, do you think it is realistically possible to individualize instruction in the primary grades?

	3/2	SC
Definitely Possible Most of the Time	30/29%	3/8%
Possible Some of the Time	70/67%	32/80%
Uncertain		1/2%
Rarely Possible	4/4%	3/8%
Never Possible		1/2%

(I-1 Continued)

I-1.17 In thinking about the various types of teaching responsibilities that you have in your own class, try to consider how confident you feel about your professional skills in carrying out all of your teaching responsibilities.

	3/2	SC
Extremely Sure of Abilities	12/11%	8/20%
Sure of Abilities	90/86%	31/77%
Uncertain	3/3%	
Unsure of Abilities		1/3%
Extremely Unsure of Abilities		

I-1.18 How willing are you to ask for assistance or ideas from other teachers regarding the conduct of your personal teaching responsibilities?

	3/2	SC
Extremely Willing	38/36%	7/17%
Willing	63/60%	30/75%
Uncertain	1/1%	2/5%
Unwilling	2/2%	
Extremely Unwilling		1/3%

(I-1 Continued)

I-1.19 In the classroom in which you teach, how would you describe the following?

		3/2	SC
a. Provision for supervisory assistance	Excellent	13/12%	6/15%
	Above Average	22/21%	6/15%
	Average	46/44%	19/48%
	Below Average	8/8%	3/8%
	Poor	5/5%	4/10%
b. Adequacy of teaching supplies and equipment	Excellent	22/21%	6/15%
	Above Average	37/35%	11/28%
	Average	39/37%	15/38%
	Below Average	7/7%	6/15%
	Poor		1/3%
c. Parent interest in classroom activities	Excellent	3/3%	1/3%
	Above Average	23/22%	4/10%
	Average	53/50%	16/40%
	Below Average	18/17%	17/43%
	Poor	8/8%	1/3%
d. Discipline of pupils	Excellent	10/10%	2/5%
	Above Average	42/40%	18/45%
	Average	45/43%	15/38%
	Below Average	3/3%	3/8%
	Poor	1/1%	
e. Attendance of pupils	Excellent	18/17%	10/25%
	Above Average	57/54%	17/43%
	Average	29/28%	11/28%
	Below Average	1/1%	1/3%
	Poor		
f. Achievement of pupils	Excellent	5/5%	2/5%
	Above Average	33/31%	10/25%
	Average	48/46%	22/55%
	Below Average	15/14%	5/13%
	Poor	1/1%	
g. Time available to teach	Excellent	7/7%	4/10%
	Above Average	46/44%	9/23%
	Average	45/43%	24/60%
	Below Average	4/4%	2/5%
	Poor		
h. Time available to plan	Excellent	2/2%	2/5%
	Above Average	15/14%	3/8%
	Average	41/39%	17/43%
	Below Average	30/29%	15/38%
	Poor	13/12%	2/5%

(I-1 Continued)

I-1.20 Not all pupils are typical. You are acquainted with the pupils in your class. They probably differ from the typical or average pupil in several ways.

A list of twenty-eight adjectives is given below. Check the box beside the number of those SEVEN (7) words which best complete the following sentence: "The pupils I am presently teaching tend to be more __________ than the typical or average pupil."

	3/2	SC
1. ACTIVE	75/71%	25/63%
2. AGREEABLE	40/38%	12/30%
3. ANTAGONISTIC	4/4%	2/5%
4. ARGUMENTIVE	18/17%	6/15%
5. CONFIDENT	25/24%	9/23%
6. CONSIDERATE	32/31%	6/15%
7. COURTEOUS	17/16%	6/15%
8. CREATIVE	17/16%	10/25%
9. CURIOUS	36/34%	21/53%
10. DISRUPTIVE	27/26%	8/20%
11. FANCIFUL	3/3%	
12. FRIENDLY	79/75%	23/58%
13. HARMONIOUS	33/31%	13/33%
14. IDEALISTIC	1/1%	2/5%
15. IMITATIVE	24/23%	13/33%
16. AWARE	20/19%	3/8%
17. INDIFFERENT	14/13%	10/25%
18. INTERESTED	53/51%	16/40%
19. LAZY	13/12%	5/13%
20. LETHARGIC	7/7%	3/8%
21. OUTGOING	53/51%	16/40%
22. PATIENT	10/10%	3/8%
23. QUARRELSOME	21/20%	7/18%
24. REALISTIC	7/7%	3/8%
25. RUDE	16/15%	7/18%
26. SELF-CENTERED	26/25%	8/20%
27. STUDIOUS	2/2%	6/15%
28. WITHDRAWN		1/3%

TABLE I-2

FOURTH GRADE TEACHER QUESTIONNAIRE

The purpose of this questionnaire is to get your perceptions of children who have been either a part of the 3 on 2 classroom organizational system or a part of a self-contained classroom. We are defining a 3 on 2 classroom as one where three professional K-3 teachers (or two professional teachers and one aide) work as a team to instruct across grade levels with two classes of students in one room. We are defining a self-contained classroom to be where one professional teacher instructs approximately 25-30 students in one room.

I-2.1 Have you previously taught in a 3 on 2 classroom?

Yes 44/36%

No 77/63%

I-2.2 Are you able to identify which of your students have been in the 3 on 2 program and which have been only in self-contained classrooms?

Yes 51/42%

No 62/51%

I-2.3 a. What do you feel should happen to the 3 on 2 Program at the Kindergarten to third grade levels?

	Yes-Taught in 3 on 2	No-Not Taught in 3 on 2	Total
1. expand it to more classrooms	2/5%	4/5%	6/5%
2. keep it at present level	24/55%	27/36%	51/42%
3. reduce it to fewer classes	6/14%	16/21%	22/18%
4. eliminate it	10/23%	22/29%	32/27%

		Yes-Taught in 3 on 2	No-Not Taught in 3 on 2	Total
I-2.3 b. How important do you feel it is to keep 3 on 2 as an option for those schools, students, and teachers who want it?				
	Very Important	22/50%	32/42%	54/44%
	Somewhat Important	14/32%	26/34%	40/33%
	Not Important	7/16%	16/21%	23/19%
I-2.3 c. If it were possible, how important do you feel it is that there be a self-contained classroom at every grade (K-3) in every school?				
	Very Important	35/80%	65/84%	100/82%
	Somewhat Important	7/16%	6/8%	13/11%
	Not Important	1/2%	2/3%	3/2%
I-2.4 Would you like to see the 3 on 2 program expanded to grades 4 to 6?				
	Yes[1]	11/25%	13/17%	24/20%
	No	29/66%	52/68%	81/66%
	Don't Know	4/9%	11/14%	15/12%

[1] Reasons why listed in Appendix K.

I-2.5 If it were possible for your school to retain the personnel and financial resources now used for 3 on 2 in your school, but the school was given flexibility in how to use it, which of the following option would you be most inclined to favor for your school?

	Yes-Taught in 3 on 2	No-Not Taught in 3 on 2	Total
a. continuing the 3 on 2 Program as it now exists in my school	5/12%	7/11%	12/11%
b. continuing the 3 on 2 Program, but revising it as follows:	2/5%	4/6%	6/6%
c. reducing class size in self-contained classes	11/27%	21/32%	32/30%
d. providing or assigning specialists in art, music or physical education	14/34%	19/29%	33/31%
e. providing or assigning remedial reading specialists	5/12%	9/14%	14/13%
f. hiring additional aides	1/3%	2/3%	3/3%
g. other (please explain)	3/7%	3/5%	6/6%

Comments made under question I-2.5.b were the following:

1. Use the third teacher for remedial work.
2. Use personnel to teach their specialty subjects where they would be of maximum use.
3. More support personnel.
4. Use program only for children who are able to function. (3)
5. 3-4 grade 3 on 2 may aid individualization.
6. Lower teacher-pupil ratio to 50 at lower levels.
7. Insure sufficient room size.
8. Give teachers the right to choose whether they want to teach in 3 on 2. (3)
9. Give parents the right to choose whether they want their child in 3 on 2.
10. Set up guidelines for the program to insure goals are met.
11. Continuous working evaluative program to improve and perfect program to see that objectives are truly being met.

Comments made under question I-2.5.g were the following:

1. Reduce class size, provide specialists in art, music and P.E., provide remedial reading specialists and hire additional aides.
2. Reduce class size to the smallest number at K-1 so children can get good foundations in all areas, thus reducing remedial work at 4th grade level.
3. Reduce class size and hire remedial reading teacher in K-2 level.

4. Provide more teachers for reading, language and math classes.
5. Hire specialists in art, music and P.E. to free up more time.
6. Provide help in the middle grades because so many are below grade level performance.
7. Hire more Special Education teachers. (2)
8. Two teachers with 40 students instead of 3 on 2 with 60 students.
9. Take out students who work at very low levels in reading and math for individual instruction. (3)

THIS QUESTION ANSWERED BY ONLY THOSE TEACHERS RESPONDING YES TO QUESTION I-2.2.

I-2.6 Listed below are some statements about children who have been in the 3 on 2 program as compared to those who have been in self-contained classes. Please indicate with a check which of the following statements is:

more true of 3 on 2 students
more true of self-contained students
no difference between the 3 on 2 students and self-contained students

	More True of 3 on 2 Student		More True of Self-Contained Student		No Difference	
	1	2	1	2	1	2
a. are self-directed learners	5/28%	3/9%	4/22%	10/30%	8/44%	18/54%
b. misbehave frequently in class	7/39%	13/39%	0	0	10/56%	18/55%
c. get along well with other students	4/22%	4/12%	3/17%	3/9%	10/56%	24/73%
d. are well prepared in reading	0	4/12%	8/44%	13/39%	9/50%	14/42%
e. have a realistic self-image	2/11%	2/6%	4/22%	5/15%	10/56%	23/70%
f. have a positive self-image	3/17%	6/18%	3/17%	5/15%	10/56%	19/58%
g. are interested in school	3/17%	2/6%	1/6%	7/21%	13/72%	22/67%
h. are well prepared in arithmetic	1/6%	4/12%	8/44%	8/24%	8/44%	18/55%
i. plan and use their time well	4/22%	6/18%	8/44%	15/46%	5/28%	10/30%

CODES

1 = Yes Taught in 3 on 2, Yes can identify 3 on 2 students
2 = No Not Taught in 3 on 2, Yes can identify 3 on 2 students

Appendix J

Tabulation of Responses to Open-Ended Comments from the Spring 1976 Questionnaires by Teachers, Principals, and Parents

Tabulation of Teacher Questionnaire Responses to an Open-Ended Question

A tabulation of teacher open-ended responses to the spring 1976 teacher questionnaire is listed below and grouped under the following categories: (a) recommended future of 3 on 2, (b) importance of teacher compatibility, (c) inservice training for teachers, (d) preferences for teaching in 3 on 2 or self-contained classes, (e) types of students for which 3 on 2 or self-contained classroom organization is preferable, (f) class size and space, (g) strengths of 3 on 2, (h) weaknesses of 3 on 2, and (i) general comments. The actual number of teachers giving each comment is shown in parentheses.

Recommended Future of 3 on 2

1.	Continue the 3 on 2 program	(241)
2.	Discontinue 3 on 2	(36)
3.	Expand the program	(7)

Importance of Teacher Compatibility (in all, 281 responded in the following areas)

1. Teaching personalities and philosophies should be compatible.
2. All teachers should pull their own weight and help balance the team.
3. There should be no "boss" or team leader.

In-service Training for Teachers (in all, 117 responded in the following areas)

1. Lack of training program at inception of 3 on 2 and for new teachers
2. Lack of training in team teaching
3. Inservice should be provided on a frequent basis
4. More monitoring of program at local level
5. School personnel should be better informed about 3 on 2

Preferences for Teaching in 3 on 2 or self-contained classes

1. Teachers should have the option (86)
2. Should not force teacher into a 3 on 2 class (22)
3. A choice of teammates was important (22)
4. 3 on 2 and self-contained classrooms should be available in all schools (65)

Types of Students for Which 3 on 2 or Self-Contained Classroom Organization is Preferable

1. 3 on 2 is not for all children (81) especially shy students, students with behavior problems, low ability students, and those lacking in self-direction.
2. Kindergarten students (67)
3. Self-contained teachers felt their classes were dumping grounds for problem children (37)

Class Size and Space

1. Class size should not exceed 60 students (76)
2. 3 on 2 unworkable without adequate space (34)
3. Noise level too high (16)

Strengths of 3 on 2 (given by 3 on 2 teachers)

1. 3 on 2 provides opportunity for teacher growth (111)
2. 3 on 2 provides better instruction for individual students (74)
3. 3 on 2 increases student self-concept (56)
4. Able to handle trouble on the spot without disrupting class (44)
5. Increased learning in academic areas (27)
6. Increased morale of teacher (24)
7. Able to find one teacher to relate to (20)
8. Observing and grading student more objective (20)

Weaknesses of 3 on 2

1. Self-contained teachers felt the 3 on 2 money should be spent on aides or specialists (39--5 were 3 on 2 teachers)
2. Self-contained teachers feel the concept of 3 on 2 is evolving back to self-contained classes within one large room (32)
3. Self-contained teachers feel administrators force teachers in 3 on 2 situations (29)
4. A few 3 on 2 teachers said they would prefer to switch to self-contained classes (28)
5. Self-contained teachers reacted negatively to 3 on 2 because of unequal funding; they have to buy own materials or do without (23)
6. Misuse of teacher time (26)
7. Self-contained teachers have no time for coffee breaks (18)
8. 3 on 2 teachers relate better in 2 on 2 than 3 on 2 (15)
9. Self-contained teaching is more flexible; no need to regroup at certain times to conform to schedule (14)
10. Some teachers are not teammate material (12) and feel looked down on by administrators (11)
11. Self-contained teachers feel 3 on 2 teachers "pass the buck" and take no responsibility for student growth (9)

General Comments

1. HEP seems to confound the 3 on 2 program, sometimes positively and sometimes negatively (200)
2. There should be only one grade level in 3 on 2 (8)

Tabulation of Principal Questionnaire Responses to an Open-Ended Question

A tabulation of principal open-ended responses to the spring 1976 principal questionnaire is listed below and grouped under the following categories: (a) strengths of 3 on 2, (b) weaknesses of 3 on 2, (c) recommendations for 3 on 2, (d) miscellaneous comments.

From the 144 principal questionnaires returned in the spring, 1976, the following comments were taken from the open-ended question. Not all principals responded to this question. The number of those who did respond is indicated in parentheses. No number indicates response was made once.

Strengths of 3 on 2

1. 3 on 2 only as good as team/teachers make it. (21)
2. Should continue program. (13)
3. 3 on 2 allows for professional and personal growth. (3)
4. Commitment to 3 on 2 necessary for success.
5. 3 on 2 beneficial when teacher is absent.
6. 3 on 2 teacher better able to cope with "stress" of young students.
7. 3 on 2 good for strong teachers.
8. 3 on 2 able to cover more subject areas adequately.
9. 3 on 2 has potential to improve mediocre teachers.

Weaknesses of 3 on 2

1. "Staff reduction" adversely affecting 3 on 2. (5)
2. Need for pilot testing before statewide use. (2)
3. Should discontinue program. (2)
4. Few teams balanced with specific talents (skills and personalities). (2)
5. 3 on 2 classes getting too large--66-67. (2)
6. Fear loss of 3 on 2 will affect HEP. (2)
7. Because of 3 on 2 there is a student overload in self-contained classrooms.
8. 3 on 2 not good for students easily distracted, from poor background, or military students.
9. Unwillingness of teachers to work on teams.
10. 3 on 2 not well received by military parents.
11. 3 on 2 teams become polarized from staff.
12. 3 on 2 not good for weak teachers.
13. Attitudinal problems those not in 3 on 2.
14. Some 3 on 2 teachers want to return to self-contained.
15. Some teachers do not know what individual instruction is.

Recommendations for 3 on 2

1. Principals/schools should be given flexibility to modify 3 on 2 to meet school needs. (10)
2. Teaming should be where teachers request it. (6)
3. All schools should have option. (5)
4. 3 on 2 enhanced with more leadership from state and in-service for teachers and principals--e.g., how to work as team. (4)
5. 3 on 2 needs administrative monitoring. (3)
6. Kindergarten students should not be in 3 on 2. (2)
7. Favor modified 3 on 2--e.g., aide in place of one teacher. (2)
8. Use extra teacher to get specialist in art, PE, or music. (2)
9. Needs strong leadership.
10. A model 3 on 2 team is needed.
11. Use 3 on 2 in remedial reading.
12. Placement in 3 on 2 based on need.

Miscellaneous Comments

1. Using 3 on 2 concept in upper grades.
2. Question adversary approach to evaluation.

Tabulation of Parent Questionnaire Responses to an Open-Ended Question

A tabulation of parent open-ended responses to the spring 1976 parent questionnaire is listed below and grouped under the following categories: (a) strengths of 3 on 2, (b) weaknesses of 3 on 2, and (c) recommendations for 3 on 2.

From the 963 parent questionnaires returned in the spring, 1976, the following comments were taken from the open-ended question. Not all parents responded to this question. The number of those who did respond is indicated in parentheses. No number indicates response was made once.

Strengths of 3 on 2

1. Like the program. (57)
2. Should continue 3 on 2. (38)
3. This program helped my child. (32)
4. 3 on 2 students progress more rapidly than contained. (26)
5. Improves child's social skills. (20)
6. Allows child to learn at his/her own pace. (19)
7. Teaches children initiative and self-discipline. (15)
8. Children get more individual help. (14)
9. Good for gifted children. (12)
10. Provides more learning opportunities for children. (10)
11. Works better for most children than self-contained. (4)
12. Good for emotionally stable children. (3)
13. Child more likely to find compatible teacher. (3)
14. Good for motivated children. (3)
15. Like peer tutoring. (3)
16. Like the additional input of extra teachers. (2)
17. Eliminates tracking.
18. Young children feel more secure in large groups.

Weaknesses of 3 on 2

1. Prefer self-contained class. (41)
2. Not good for slow learners or learning disability children. (34)
3. 3 on 2 classrooms too distracting for learning. (25)
4. Not good for lower grades. (17)
5. Too many children in 3 on 2 classrooms--chaotic. (15)
6. Inadequate supervision of children--not good for behavior problems. (13)
7. Should discontinue 3 on 2. (12)
8. Do not like peer tutoring. (8)
9. 3 on 2 creates adjustment problems for children moving back to self-contained classes. (7)

10. Shy children are lost in the shuffle. (7)
11. Children are given too much responsibility. (7)
12. Young children need security of their own room and teacher. (6)
13. Extra money should be used to lower numbers in regular classes. (6)
14. Self-contained class better for average students. (5)
15. Not worth extra expense. (5)
16. Advanced student receives no special help. (3)
17. Not enough feedback from teachers with 3 on 2. (3)
18. Should put more aides in classrooms instead of 3 on 2.
19. Self-contained class provides more individualized help.
20. Self-contained class with special art, P.E. and music teacher is preferable.

Recommendations for 3 on 2

1. Children should be screened for the program. (55)
2. Dedicated teachers are key to 3 on 2 success. (38)
3. Teachers must be compatible for 3 on 2 success. (31)
4. Parents should be given a choice of programs. (29)
5. Parents should be sent more information on 3 on 2. (26)
6. Should be extended to upper elementary grades. (11)
7. Results are same as for self-contained classes. (11)
8. Teachers should be specially trained for the program. (10)
9. Class number should be kept below 60. (10)
10. Any program will work given reasonable class size and dedicated teachers. (7)
11. Leave kindergarten as a self-contained class. (6)
12. Hard to make judgments when 3 on 2 and HEP are combined. (6)
13. Proper home discipline important to program success. (4)
14. Grades 4-6 should remain self-contained. (4)
15. Needs more development. (2)
16. Some children not mature enough to tutor.
17. Should ask children how they like it.
18. Add aides to program.
19. High turnover among 3 on 2 teachers.
20. Principals should receive in-service training on the program.

APPENDIX K

Verbatim Comments Fourth Grade Teacher Questionnaire
Fall 1976

Verbatim Comments Fourth Grade Teacher Questionnaire

A. Of the teachers who answered YES to the question, "Would you like to see the 3 on 2 program expanded to grades 4 to 6?", a selection of their verbatim reasons "why" follows:

1. "It would be to the students' advantage being exposed to three teachers with different personalities. Also, each teacher would be teaching his strongest subject. Thus, the student would gain more than the student in a self-contained classroom with one teacher. Students need to adjust to different situations and personalities because all through life they will need to do this frequently."

2. "Meeting individual needs and, therefore, reducing the pupil-teacher ratio to meet these needs does not end at the primary level."

3. "Grades 4 to 6 are still formative years. A child must have established: good attitudes; study habits; reading skills; mastered 4 basic math processes. If he hasn't, he will encounter much difficulty in the intermediate grades."

4. "HEP has ample provisions for individualized instruction. Also, there are students who work more successfully in a 3 on 2 environment than a self-contained one."

5. "To retain the continuity of the K-3 program. Also, many of the students are self-directed and individualized in many programs. They will achieve higher goals in a 3-4, 4-5 and 5-6 combination."

6. "The third teacher would be able to check the children immediately and without interruptions. I'm sure money is scarce and before this is considered, I feel it would be helpful if teachers in non-HEP classes are given first priority for their reading text."

7. "If class size will be reduced, sure, but there should always be the self-contained option."

8. "The reading and math ranges in the upper grades are greater. The 3 on 2 can accomodate better these ranges."

9. "I believe the follow-through and consistency is important if 3 on 2 programs are working for the children."

10. "The academic differences between students gets wider as you progress upward in the grades. There would be more opportunities for individualizing and helping the students."

11. "I believe that there exists a great possibility for working with children at their own levels in a 3 on 2 situation."

K1

B. Of the teachers who answered NO to the question, "Would you like to see the 3 on 2 program expanded to grades 4 to 6?", a selection of their verbatim reasons "why" follows:

1. "The program as it exists now does not seem to have helped the average and below average ability child. The child of high ability can learn in spite of the program or the teacher. Why is it that with an extra teacher more individual attention has not been given to the low achieving child?"

2. "Definitely not, otherwise many children will have much more difficulty taking standardized tests such as Stanford Achievement. Instead of concentrating and completing, they are dawdling and talking to their neighbors. After repeated directions, children are asking their neighbors for help; also asking teacher to repeat directions. They tend to be immature and dependent. . ."

3. "Children at our school are such that when put together in 3 on 2 there would be more disciplinary problems together in one class."

4. "I do not see this program as being a successful one. Children as a whole who come from 3 on 2 are immature and constantly seek guidance. They are not self-directed learners."

5. "At this stage, students are more verbal, aggressive and have problems in getting along. Keeping class size down and separating them in different classes makes more sense than putting them together."

6. "We are presently team teaching. Not necessary to re-group."

7. "Don't have the facilities. It would be ridiculous to begin to tear down walls. It would be chaos in the upper grades!"

8. "I feel that self-contained smaller classes allow for personal relationships in depth; student-student, student-teacher. This helps in affective development which is necessary to cognitive development."

9. "The program has developed detrimental work habits and attitudes in the students. By all means no. We in the fourth grade have always felt that the first few years in school are very important. There they will develop school attitude, learn basic skills, and proper work habits. The present approach of 3 on 2 and the HEP have ruined this generation of pupils. They have become less productive academically, have learned less, less independent and can't even sit still because of the 3 on 2 which provides free-wheeling movement. Kids do very little structured work, hence they come to the fourth grade not being able to read and write, let alone think! . . ."

10. "The curriculum differs vastly in grades 4 to 6 and the children are not compatible to have in a larger but same room. I taught 4/5 modified 3 on 2 with an aide--it was a lost cause."

11. "The theory is beautiful. In practice, I have seen it abused. Teachers give each other an extra prep period instead of using it for counseling, tutoring, etc."

C. Of the teachers who answered DON'T KNOW to the question "Would you like to see the 3 on 2 program expanded to grades 4 to 6?", a selection of their verbatim reasons "why" follows:

1. "Would rather see more specialists in art, music and physical education hired. 3 on 2 has its place in the school. Where 3 teachers can work together and provide the needed groupings, it would be valuable."

2. "From what I have seen in operation and have learned about the aims of the program, I am not sure it would be much more effective than self-contained classes. I have not been able to see any significant differences in the children that come to me from both kinds of classes to feel that the 3 on 2 program will do more for individual children. Also I have had children from 3 on 2 classes demonstrate (in more instances) less preparation in arithmetic and some aspects of reading, inability to plan and use their time well, misbehavior in class often and in general no strong evidence of any of the behaviors listed under item 3."

3. "We're using the Joplin Plan in our fourth grade class and the noise factor has made it controllable especially when some of the students are easily distracted. It also provides for the teachers to teach her strong areas and the students to gain from each teacher's strengths. I've worked on a 3 on 2 program and I find the Joplin Plan seems to foster a better control of student discipline. However, on the other hand, I did gain somewhat in the area of professional growth. Being exposed to a 3 on 2 situation seems to give you an opportunity to watch other teachers teach. Perhaps, it's a personal preference that I like the Joplin Plan better. (It seems to give you 'room' to be an individual)."

APPENDIX L

Interview Schedules

- State Officials
- Principals
- Teachers
- Parents

Interview Schedule for BOE and Other State Officials

(Choose an interviewer to act as spokesman. Introduce the interview team and give an overview of the purposes for the NWREL evaluation and for this particular interview. Explain that individual interview data will be held confidential and only a summary will be prepared.)

1. What, historically, has been your relationship to 3 on 2?

2. What points should be addressed in this evaluation? What needs do you have for information to support decision-making regarding 3 on 2?

3. What are your expectations of 3 on 2? (especially those which are not being met in self-contained)

4. What are the prevailing attitudes toward 3 on 2 of various constituencies?

5. Other than yourself, can you identify other persons we should interview who are knowledgeable and/or influential regarding 3 on 2?

Principal 3 on 2 Interview

(Introduce the interview team and give an overview of the purposes for the NWREL evaluation and for this particular interview. Explain that individual interview data will be held confidential and only a summary will be prepared.)

1. How long have you been a principal in Hawaii?

   _____years

2. How long have you been principal at this school?

   _____years

3. At the primary grade level, how many self-contained (S.C.) and how many 3 on 2 classes do you have?

   _____S.C. _____3 on 2 _____Modified 3 on 2

4. (If there are some 3 on 2 classes, ask) How did your school decide to have some 3 on 2 (or modified 3 on 2) classes? Probe: a) how much was decided at the district office. b) to what extent were: 1) teachers, 2) parents, 3) school advisory groups, and 4) students involved in the decision?

5. (If not all primary classes are using 3 on 2, ask) How was it decided which teachers would be involved in 3 on 2? Probe: a) extent of teacher choice. b) considerations they used in deciding whether to be in a S.C. or a 3 on 2 class. c) criteria used by the principal if he or she recommended some teachers for 3 on 2 and others for S.C.

6. (If school has S.C. and 3 on 2, ask) How was it decided which students would be in S.C. and which in 3 on 2? Probe: a) who was involved in making the decision: 1) principals, 2) teachers, 3) parents, 4) students, 5) others. b) what criterea were used in assigning a student to 3 on 2 instead of S.C.? 1) academic ability, 2) student discipline pattern, 3) self directed learner, 4) other.

7. a) Are there any activities or behaviors of students and teachers that we could expect to see in a 3 on 2 classroom that we would not expect to see in a S.C. class? Yes_____ No_____ b) If yes, what student behaviors? c) If yes, what teacher behaviors?

8. a) Have there been any ways in which the presence of 3 on 2 in your school has influenced the way in which S.C. classes operate? Yes_____ No_____ b) If yes, how has 3 on 2 influenced S.C.? 1) team teaching, 2) cooperative planning, 3) sharing of materials, 4) other.

9. a) What do you see as the strengths of the 3 on 2 (and/or modified 3 on 2) program for students? b) for staff?

   Probe on next page.

Probes (use these as examples to which they can react--get others from them also)

Possible Strengths of 3 on 2

1) It gives children a chance to learn from older and younger children ____

2) Children have a better chance of finding one of the three adults with whom they can get along ____

3) Children have a chance for more individual attention from a teacher ____

4) Teachers can work together as a team and share their particular talents ____

5) Children have a greater variety of materials and adults to work with ____

6) Teachers have a greater chance for professional growth ____

7) When a teacher is absent the student's instructional program is not interrupted ____

8) Children are motivated to learn because they have an opportunity to explore their own interests ____

9) Others ____

10. a) What do you see as the limitations of the 3 on 2 program for students? b) for staff?

Probes (use these as examples to which they can react--get others from them also)

Possible Weaknesses of 3 on 2

1) Children are confused with three adults in one room ____

2) Children don't receive adequate discipline ____

3) Older children waste time tutoring younger ones and their growth is limited ____

4) The teachers often don't work cooperatively ____

5) Children who are shy or have learning problems tend to get lost in a large group ____

6) Children are distracted from learning by the noise and movement in the class ____

7) Lack of specificity about program's goals and procedures ____

8) Inadequate inservice training programs for school staff ____

9) Others ____

L3

11. a) What do you feel should happen to the 3 on 2 program? (i.e., expand it, keep it at its present level, reduce its size, eliminate it, keep it as an option for teachers and students who want it, etc.) b) Why?

12. (If answer to question 11 is to continue 3 on 2 in some form, ask) What do you feel should be done to improve 3 on 2?

13. Do you have any additional comments on 3 on 2 that you would like to share? (If yes, what?)

Teacher 3 on 2 Interview

(Introduce the interview team and give an overview of the purposes for the NWREL evaluation and for this particular interview. Explain that individual interivew data will be held confidential and only a summary will be prepared.)

1. How long have you been a teacher in Hawaii?

   ____years

2. How long have you been a teacher at this school?

   ____years

3. a) Are you in a ____self-contained (S.C.), ____3 on 2, or ____modified 3 on 2 class?) How long have you taught in this type of classroom? ____years c) Did you have a choice about your present assignment? Yes____ No____ d) Are you in HEP? Yes____ No____ e) Did you have a choice about participating in HEP? Yes____ No____

4. (If the teacher had a choice, ask) Why did you select to be in a (S.C., 3 on 2, Modified 3 on 2) class?

5. (If school has S.C. and 3 on 2, ask) How was it decided which students would be in S.C. and which in 3 on 2 classes? Probe: a) who was involved in making the decision: 1) principal, 2) teachers, 3) parents, 4) students, 5) others. b) what criteria were used in assigning a student to 3 on 2 instead of S.C.? 1) academic ability, 2) student discipline pattern, 3) self directed learner, 4) other.

6. a) Are there any activities or behaviors of students and teachers that we could expect to see in a 3 on 2 classroom that we would not expect to see in a S.C. class? Yes____ No____ b) If yes, what student behaviors? c) If yes, what teacher behaviors?

7. a) Have there been any ways in which the presence of 3 on 2 in your school has influenced the way in which S.C. classes operate? Yes____ No____ b) If yes, how has 3 on 2 influenced S.C.? 1) team teaching, 2) cooperative planning, 3) sharing of materials, 4) other.

8. a) What do you see as the strengths of the 3 on 2 (and/or modified 3 on 2) program for students? b) for staff?

   Probe on next page.

Probes (use these as examples to which they can react--get others from them also)

Possible Strengths of 3 on 2

1) It gives children a chance to learn from older and younger children ____

2) Children have a better chance of finding one of the three adults with whom they can get along ____

3) Children have a chance for more individual attention from a teacher ____

4) Teachers can work together as a team and share their particular talents ____

5) Children have a greater variety of materials and adults to work with ____

6) Teachers have a greater chance for professional growth ____

7) When a teacher is absent the student's instructional program is not interrupted ____

8) Children are motivated to learn because they have an opportunity to explore their own interests ____

9) Others ____

9. a) What do you see as the limitations of the 3 on 2 program for students? b) for staff?

Probes (use these as examples to which they can react--get others from them also)

Possible Weaknesses of 3 on 2

1) Children are confused with three adults in one room ____

2) Children don't receive adequate discipline ____

3) Older children waste time tutoring younger ones and their growth is limited ____

4) The teachers often don't work cooperatively ____

5) Children who are shy or have learning problems tend to get lost in a large group ____

6) Children are distracted from learning by the noise and movement in the class ____

7) Lack of specificity about program's goals and procedures ____

8) Inadequate inservice training programs for school staff ____

9) Others ____

10. a) What do you feel should happen to the 3 on 2 program? (i.e., expand it, keep it at its present level, reduce its size, eliminate it, keep it as an option for teachers and students who want it, etc.) b) Why?

11. (If answer to question 10 is to continue 3 on 2 in some form, ask) What do you feel should be done to improve 3 on 2? Modified 3 on 2?

12. Do you have any additional comments on 3 on 2 that you would like to share? (If yes, what?)

13. In which of the following areas have you received inservice training?

____ Individualization

____ Teaming

____ Self-Concept Formation

____ Interpersonal Relationships

____ Student Self-Direction

____ Individualization in Mathematics

____ Individualization in Language Arts

____ 3 on 2 Orientation

____ Other (please specify)

14. Do you have adequate materials to individualize instruction in the following areas:

Language Arts____ Mathematics____ Social Studies____ Science____

15. If given a choice, in which organizational pattern would you prefer to teach?

Self-contained_____ 3 on 2_____ Modified 3 on 2_____

Why?

L7

Parent Interview

(Introduce the interview team and give an overview of the purposes for the NWREL evaluation and for this particular interview. Explain that individual interview data will be held confidential and only a summary will be prepared.)

1. How many children do you have in K-3?

   3 on 2____ Self-contained (S.C.)____

2. a) Did you have a choice of whether your child (children) would be in 3 on 2 or S.C.? Yes____ No____

   b) If you had a choice, what were the reasons for the choice you made? 1) liked the philosophy of the program, 2) recommended by school staff, 3) child was in it last year, 4) best for my child to work with one/several teacher(s), 5) other.

   c) (If only program available at school grade level, ask) Do you (or would you) have to send your child to a school other than the one closest to your home in order to have your choice?

   d) Were you given adequate explanations of 3 on 2 and S.C. programs to enable you to understand differences between them? If not, what additional types of information would you have liked to receive?

3. If your son or daughter will be in a K-3 class next year, which type of class would you want him/her to be in? Why?

   3 on 2____ S.C.____

4. What do you see as the strengths of the 3 on 2 (and/or modified 3 on 2 program for students?

   Probes (use examples for their reaction if they cannot supply reasons of their own)

Possible Strengths of 3 on 2

1) It gives children a chance to learn from older and younger children ____

2) Children have a better chance of finding one of the three adults with whom they can get along ____

3) Children have a chance for more individual attention from a teacher ____

4) Teachers can work together as a team and share their particular talents ____

5) Children have a greater variety of materials and adults to work with ____

6) Teachers have a greater chance for professional growth ____

7) When a teacher is absent the student's instructional program is not interrupted ____

8) Children are motivated to learn because they have an opportunity to explore their own interests ____

9) Others ____

5. What do you see as the limitations of the 3 on 2 program for students?

Probes (use examples for their reaction if they cannot supply reasons of their own)

Possible Weaknesses of 3 on 2

1) Children are confused with three adults in one room ____

2) Children don't receive adequate discipline ____

3) Older children waste time tutoring younger ones and their growth is limited ____

4) The teachers often don't work cooperatively ____

5) Children who are shy or have learning problems tend to get lost in a large group ____

6) Children are distracted from learning by the noise and movement in the class ____

7) Lack of specificity about program's goals and procedures ____

8) Inadequate inservice training programs for school staff ____

9) Others ____

6. Do you think children learn more when they are in a 3 on 2 or S.C. class?

Probe specific subjects

	More in 3 on 2	More in S.C.
Reading	____	____
Math	____	____
Science	____	____
Social Studies	____	____
Aesthetics (Music, Art, etc.)	____	____

7. Do you think children experience more personal growth in 3 on 2 or S.C. classes?

Probe specific areas

	More in 3 on 2	More in S.C.
Responsibility/self control	____	____
Communication skills	____	____
Getting along with people	____	____
Using time well	____	____

8. Do you think that children in 3 on 2 or S.C. classrooms find school a more rewarding experience?

Probe areas

	More in 3 on 2	More in S.C.
Individual attention	____	____
Studying personal interests	____	____
Attitude toward school	____	____

9. What do you feel should happen to the 3 on 2 program? Probes: a) reduce it/eliminate it, b) keep it as same level/expand it, c) keep it as an option/improve it (HOW?).

10. Do you have any additional comments about the 3 on 2 program you would like to share with us?

11. Anything you want to ask?

APPENDIX M

Research Dimensions for Teacher Interviews and Classroom Observations

and

Adversary Team Observations

Dr. Patton's Research Dimensions for Teacher Interviews and Classroom Observations

The following dimensions were used as a guide by Dr. Patton and the Adversary Team in conducting interviews with teachers and rating classroom observations.

DIMENSIONS SUMMARIZED

1. Diversification   1 2 3 4 5 6 7

    The range of forms of learning stimuli incorporated into the activities, curriculum and experiences of the children in the classroom. (This does not necessarily imply incorporation of alternatives or options.)

2. Individualization   1 2 3 4 5 6 7

    The degree to which the cognitive and affective (emotional) needs of individual can be met, including the degree to which children's needs can be made known and dealt with openly.

3. Formality-Informality   1 2 3 4 5 6 7

    The degree to which the interaction between students and the teacher is based upon their respective status positions, and the degree to which those status positions are defined in terms of institutionalized patterns of interaction or stabilized/rigid role expectations.

4. Centralization   1 2 3 4 5 6 7

    The degree to which decision-making is in the hands of the teacher in the classroom, i.e., the degree to which the teacher makes decisions about what happens in the classroom. The completely centralized classroom is one where the teacher makes all of the decisions. The completely decentralized classroom is one where the children have total responsibility for what happens in the classroom.

5. Integration   1 2 3 4 5 6 7

    The degree to which the activities in the classroom are interrelated together into a relatively thematic whole whereby cognitive and affective skill development occurs in the context of the search for knowledge, information and understanding about the real world of the children.

6. Community-as-Resource 1 2 3 4 5 6 7

The degree to which there is no door or wall between the classroom and its community environment, i.e., the degree to which the people, places and things in the community are a meaningful resource for the classroom--a resource for both, teaching and learning activities.

7. Peer Interaction 1 2 3 4 5 6 7

The degree to which the activities, curriculum, physical arrangement, and organization of the classroom contribute to peer interaction as an experiential basis for children to learn from and teach each other.

8. Team Teaching 1 2 3 4 5 6 7

The degree to which all teachers on the team share students, responsibilities, and space.

DIMENSIONS ELABORATED

1. Diversification

The range of forms of learning stimuli incorporated into the activities, curriculum, and experiences of the children in the classroom, and the degree to which one or more forms predominates.

A suggestive but not exhaustive list of forms of stimuli:

1. Books
    a. basal readers, textbooks, reference books
    b. story books, fiction, non-fiction, catalogs
2. Magazines & Newspapers
    a. academic magazines (Jr. Scholastic, National Geographic)
    b. comic books, cartoon books
3. Workbooks and worksheets - Prepared materials to be completed by child.
4. Audio media
    a. tapes, records, listening center
5. Verbal communications
    a. one-way communication (Lecture, prepared presentations, story telling)
    b. two-way communication (discussions)
6. Visual media (machine-oriented)
    a. films, slides, filmstrips
    b. overhead projectors
7. Games & puzzles
    a. prepared games (monopoly, chess, prepared math games)
    b. interaction/people based games (spelling bees, group activity games)
8. Manipulative materials (cuisinaire rods, geo-boards, mechanical sentences, tools, apparti, typewriters for writing)
9. Art creative expression materials & resources
10. Music/song/instruments
11. Drama/role-playing/movement
12. Writing
    a. open-ended (creative writing)
    b. closed (working logic problems, copying, recording events/diaries)
13. Environmental/organic stimuli (nature materials, animals)
14. Man-made stuff/junk/materials (bottles, corks, nuts & bolts, wire, etc.)
15. Visual (non-machine)
    a. charts, maps, graphs, globes, shapes, pictures, geometric forms
16. Kits with optional activities
    a. job cards, activity cards, puzzle cards, story cards, creative idea cards

---

Note: This dimension measures both the range of stimuli, and the importance of the various stimuli, i.e., the degree to which one or a few forms of stimuli predominate in the classroom.

Points on the scale

1 - One or two major forms predominate to the virtual exclusion of other major forms of stimuli. (e.g., Virtually all activities center around books and paper work.)

2 - Several forms are used but used somewhat sporadically and usually in relative narrowly defined ways; one or two major forms predominate.

3 - Several forms are used regularly, but two or three forms are relatively predominant.

4 - A relatively wide range of forms are used, but three or four forms are relatively clearly dominant.

5 - A wide range of forms used and available, but about half the forms used are presented somewhat irregularly and without consistent importance.

6 - Virtually the full range of forms, some not used regularly, but most playing an important part in the classroom.

7 - Virtually the full range of forms are used relatively regularly, no group of forms is clearly predominant.

2. Individualization

The degree to which the cognitive and affective (emotional and social) needs of children can be met, including the degree to which children's needs are dealt with individually and openly.

Assumptions: We assume that children are different and have different needs, different learning styles, learn at different rates, and need individual attention. We assume that individualization does not happen haphazardly (i.e., there must be explicit ways of meeting the needs of children) and that certain "open" structures are more likely to result in individualization than other kinds of structures.

Indicators of individualization

1. Time spent dealing with children individually (as a % of total time)
2. Schedule-degree to which the organization and schedule of the classroom are flexible enough to allow for individual needs to be met as they become manifest
3. Quality of Exchanges-Is there an opportunity for children to respond and react to what is happening in the classroom, and opportunities for learning to be extended in terms of child response.
4. Knowing the Children-The degree to which the teacher expresses awareness of individual differences, knows the children, and attempts to take differences into consideration in what she/he does in the classroom.
5. Evaluation Criteria-The degree to which the teacher has formalized and idealized criteria by which children are evaluated and compared.

Points on the scale

1 - Teacher deals with children as a group, as the "class." No operational way for the teacher to find out what a child needs and to respond to those needs in the classroom so that cognitive and affective development can be extended. Children are working together on the same things at roughly the same time. Work activities are oriented toward the group.

2 - Teacher deals with the majority of children in terms of "the class." Teacher communicates with individual students minimally, and generally the "more able" or those with special needs. Otherwise, treats classroom as a whole. Children hardly ever have opportunity to express felt needs about classroom activities.

3 - Teacher has made some attempts at breaking down the classroom into at least some smaller groupings. Teacher still deals with the majority of children in terms of their groupings. Some attempts are made to fulfill special needs of groupings and individuals.

4 - Teacher deals with about half the children in terms of "the class" or "the groups." Teacher attempts to communicate individually with all students, and has succeeded in meeting specific needs with approximately one half. Frequent attempts are made to understand and fulfill special, individual needs of students.

5 - Teacher feels that she "understands" a majority of her pupils. Teacher senses that most children have special needs and attempts to respond to these needs. Most classroom activities are initiated by individuals, but yet some formalized groupings still exist.

6 - Teacher deals with almost all students as individuals. Teacher feels, however, that in some cases there is lack of success. Teacher has clearly defined and understood procedures to identify special needs and respond to them.

7 - The Teacher has no ideal stereotype for application to the children as a whole. Teacher has established operational ways to find out what a child needs and attempts to respond to those needs. Teacher knows the children and identifies explicitly the individuality of children.

3. Formality-Informality

The degree to which the interaction between the teacher and the students is based upon their respective status positions, and the degree to which those status positions are defined in terms of institutionalized patterns of interaction or stabilized/rigified role expectations and "job" definitions (i.e., children are to "learn," teacher is to "teach").

Indicators

1. Rules and/or norms that exist about teacher-student interaction.
2. How the teacher defines her role in the classroom.
3. Degree to which and ways in which there are different images of adult roles and child roles.
4. Approach procedures - ways in which and degree to which the teacher approaches the children, or the children approach the teacher.
5. Degree of spontaneity in role relationships and classroom atmosphere.
6. How the teacher spends her/his time in the classroom.

Points on the scale

1 - Teacher and students relate to each other in terms of role or status. Teacher is seen as leader-authority; children as followers-obeyers. Distance established and maintained between a child and the teacher. Completely prescribed roles. Little or no room for spontaneity in interaction behaviors. Children must approach teacher in role status terms. Distinction between adult-child roles.

2 - Almost all transactions in the classroom are in terms of status: pupil-teacher, teacher-pupil. Distance is maintained, but teacher makes some effort to be less formal. Very little spontaneity in the classroom--generally squelched by teacher or other pupils.

3 - Some rules and structures, and teacher still in role of superior and director. Some spontaneity; if any, it is generally of short duration. Teacher spends a great deal of time supervising and overseeing activities.

4 - Some rules and structures but children-initiated activities exist. Spontaneity within well-controlled and specified limits is encouraged by teacher. Teacher sees self as coordinator and helper more than as leader.

5 - Some rules and structures, but only in certain situations and at certain times. Spontaneity is encouraged most of the time. Teacher sees most children as persons capable of making decisions and attempts to relate to children as persons.

6 - Minimal amount of rules and structures, generally generated and agreed upon by pupils. Spontaneity and freedom of expression is almost always encouraged. Teacher sees all children as persons capable of making decisions and attempts to relate to children as persons.

7 - No prescribed interaction patterns. Teacher participates in classroom activities, does things the kids do. Doesn't rely on status as an adult, as a teacher, in interaction with the children. Isn't concerned with prescribed role, with an adult-teacher image. Patterns of interaction are situational, not formalized/institutional.

M8

4. Centralization - Decentralization

The degree to which decision-making is in the hands of the teacher in the classroom, i.e., the degree to which the teacher makes decisions about what happens in the classroom.

Indicators

1. Who makes decisions about the parameters of classroom activities and structure, i.e., decisions about *what* will be studies *when*.
2. What areas or decisions are in the hands of children and what decisions in the hands of the teacher?
3. In terms of total class time, *how much time* (percentage-wise) is controlled by the teacher and *how much by the* students?
4. Once topical or general content areas are laid out, what *options exist* for the extension of learning and the pursuit of interests *based* on what the children want to do? Who decides when activities will stop? How are these made?
5. What *mechanisms* have been institutionalized to allow children to make *decisions* about what they want to do? What *kinds of self-governance* structures exist in the classroom? What areas of responsibility are in the hands of such governance structures?

Points on the scale

1 - Teacher makes all major decisions about what happens in the classroom. There is virtually no time or opportunity for children to do things that they decided to do. The classroom is structured around activities selected by the teacher to meet his/her requirements. There are no mechanisms set up and no time alloted for student-initiated projects, ideas or interests.

2 - Teacher makes all of the major decisions about general content areas and skill requirements, i.e., the teacher sets the parameters for classroom activities. Within these parameters children have a limited range of options concerning how they'll meet the teacher's requirements. (e.g., They select what books they'll read or what to write about.) Most of the time in the classroom is allocated to activities laid out by the teacher, but children have *some* choice in deciding who to work with, where to work, and how to organize their time *as long as they're working on teacher-initiated and designed activities*.

3 - Teacher controlled parameters are wider and more flexible allowing for greater student input and options/alternatives. General content areas and skill requirements are subject to teacher control, but children have *some regular* input into deciding how long activities will go on, how much time they'll devote to various activities, how they'll work, where and when. Once minimum content/skill requirements are met, time is regularly and consistently allowed for student-initiated activities.

4 - The parameters of classroom activities are established thru teacher-student interaction and dialogue (though the teacher generally leads such discussions and initiates a large amount of the interaction). These parameters are relatively wide and generally flexible, but limits are unilaterally set by the teacher. Within these relatively wide limits students have considerable input. What happens within the general context of the overall limits set by the teacher is largely in the hands of students.

5 - Students play a major role in helping determine what the parameters of the classroom are to be. Students have major input into establishing both the content and direction of the classroom. While the teacher still establishes some basic limits, these are relatively unobtrusive and relate more to facilitating interpersonal relations and smooth interaction than to the specific content of activities (though there are still limits here as well). The teacher encourages certain activities and is active in presenting stimuli throughout the day.

6 - The teacher participates in the process of establishing classroom parameters, but his/her participation is more as facilitator than as director. The teacher's role is that of facilitating students in extending activities *they* choose to engage in, to facilitate student-initiated activities, and to provide stimuli for such activities. All teacher-initiated activities are optional, and at any given point in time a child determines what he'll be doing, where, and how.

7 - The children have total responsibility for what happens in the classroom. All classroom time is thought of as open in that a child always has the real option of doing nothing. The teacher sets no parameters and makes no attempt to control the parameters set by the children (except for keeping the children from physically harming each other). All activities are essentially student-initiated. The teacher is simply one member of the classroom who initiates her/his own activities in which others can participate if they wish.

5. Integration

The degree to which the activities in the classroom are interrelated into a relatively thematic whole whereby cognitive and affective skill development occurs in the context of the search for knowledge, information, and understanding about the real world rather than departmentalized divisions of the real world.

Indicators

1. The degree to which various content areas (science, social studies, language arts, art, math) are approached through a variety of skills (reading, writing, drawing, numbering, singing, etc.)
2. The amount of time that is integrated, i.e., that fits together into a thematic or activity whole.
3. The degree to which skill and content areas are separated or departmentalized with only certain skills used in certain content area.
4. Time has two components - the integration of individual days, and the integration of days into weeks.

Points on the scale

1 - Activities are approached through content divisions. Math activities involve only math. Art is only art. No themes are used to relate math, science, social studies, and language arts.

2 - A few, relatively sporadic, short-term themes or projects during the year. A few basic skills (reading, writing) are seen as perspective in most all content areas. Other skills are largely departmentalized so that certain skills are used only in certain content areas.

3 - More use of themes and projects, still somewhat sporadic, but more long-term when such use happens. Themes and projects which integrate skills and content are seen as additional to the teaching of basic skills, at least for the most part, rather than as inclusive of real skill development.

4 - Use of themes and projects as integrating devices is more regular, but not constant. (e.g., Once a month for a month or two.) Skill areas are incorporated into these themes or projects while they are going on. Furthermore, a variety of skill approaches are used in the various content areas.

5 - Themes and projects take up at least half of the total class time. The thematic/project approach to teaching skills is predominant. However, at least a quarter of class time is still devoted to treating skills and content areas as relatively departmentalized/specialized/isolated concerns of foci of attention.

6 - Themes and projects are really predominant, taking up about three-quarters of total class time (on an average). Themes-projects kind of things are the major mechanism for teaching both content and skills. A wide variety of skills are used to teach any given content area.

7 - Virtually all class time devoted to skill-content areas is approached through themes-projects. Nearly total integration of the day.

6. Community-as-Resource

The degree to which there is no door or wall (figuratively) between the classroom and its community environment, i.e., the degree to which the people, places, and things in the community are a meaningful resource for the classroom - a resource for both teaching and learning activities.

Five ways of using the community

1. Going physically into the community (field trips, interviewing, visiting people and places).
2. Having community people come into the classroom (parents, specialists, people with particular skills or knowledge areas, people in different occupations, students in higher grades).
3. Studying the community as a theme or project.
4. Teacher draws materials and resources from the community and brings them into the room.
5. Children bring things into the classroom from home and from their physical environment.

Note: More weight is given to the first three than the last two.

Points on the scale

1 - Virtually little or none of the above.

2 - Very occasional use of one or two of the above (it's happened a few times).

3 - Occasional use of the above (meaning several times) with intensive use of at least two of the above (probably the last two) but involving very occasional use of at least one additional of the above.

4 - Sporadic, but intensive focus on the community using at least two of the above; or relatively regular, but minor, use of three or four of the above inputs.

5 - Some specific, relatively intensive and extended time devoted to studying the community, and doing all the above at least enough that they can be said to have played an important part in the classroom over the course of the year.

6 - Making regular use of the community along all of the above.

7 - The community is related to virtually everything that happens, a constant focus of attention, a vital part of the classroom as both resource and environment.

7. Peer Interaction

The degree to which the activities, curriculum, physical arrangement, and organization of the classroom contribute to peer interaction as an experiential basis for children to learn from and teach each other.

Indicators

1. How the classroom is arranged.
2. How the children's time is organized/scheduled.
3. How the teacher reports the work organization habits of the children as working alone or together, and as spending their time working individually, in small groups, or as a total classroom
4. How the teacher reports her efforts to utilize peers for teaching and learning experiences.
5. Reporting on the ways in which peer interaction has been institutionalized through specific mechanisms which necessitate children dealing with each other.
6. The degree to which the activities, curriculum, and experiences of the classroom are oriented toward social interaction and social development.

Points on the scale

1 - Little or no interaction among peers allowed during classroom activities. The room is structured so that children cannot interact as part of normal processes of the classroom. Student interaction is not valued as part of the experiential learning of the children.

2 - Minimal amount of interaction among peers allowed during classroom activities. Generally, "better" students working together on projects and isolated from others. Student interaction is not valued, and is only permitted in certain circumstances as a reward.

3 - Some interaction among peers allowed during classroom activities, but generally quite limited, such as, "better" students working together, "better" students helping others. Student interaction is valued only under certain conditions. Little time is allowed for peer interaction.

4 - Peer interaction is allowed most of the time in the classroom activities. Interaction among themselves is generally encouraged during "free time" or small group activities, but generally discouraged at other times. Student interaction is valued, provided it doesn't interrupt.

5 - Peer interaction is encouraged and valued by teacher. Some activities still teacher directed, however. Most students are allowed most of the time to interact freely.

6 - Peer interaction is only minimally limited, such as, during silent reading. Almost all students are allowed to interact freely almost all of the time.

7 - Peer interaction is not limited in any way except to keep children from physically harming each other. Children regularly and virtually constantly work, play, and interact with each other throughout the day. Peer interaction is viewed as an important basis for cognitive and affective learning, and the activities in the classroom are organized in such a way that peer interaction can take place as a normal and vital part of what happens in the classroom.

8. The Teaching Dimension

The degree to which all teachers on the team share students, responsibilities, and space.

Points on the scale

1 - For all intents and purposes teachers on the team have separate, self-contained classrooms. Space is partitioned. No real interaction among students in different classrooms. Each teacher plans her/his own lessons separately. Student identity focused on a single teacher.

2 - Either teachers or students change classrooms for special subjects but classes are in separate, self-contained areas. Essentially each teacher has his/her classroom/territory. Teachers coordinate separate lesson plans. Student identity on single teacher.

3 - Teachers and students move back and forth between separate classrooms on a scheduled basis. Teacher territoriality over a clearly identified space is less. Some interaction and sharing of teaching among teachers on a weekly basis; more than just coordination of separate lesson plans. Students largely identify with one teacher but also clearly see other teachers available to them at specific times for specific purposes.

4 - Part of the time there are separate classrooms and part of the time there is movement by teachers and students throughout the shared area based on interests and learning centers. Classroom areas are about equally specialized by learning interests and by teacher territoriality. Teachers share some planning informally, not just at formal meetings. Student identity oriented to a single teacher more than all team members but not to exclusion of other team members.

5 - Classroom areas more specialized by learning interests than by teacher territoriality. Teachers share ideas throughout the day not just on a scheduled basis. Students identify more with entire area and all team teachers than with a specific teacher and a specific area.

6 - Teachers plan and coordinate to a large extent -- high degree of sharing and interaction. All teachers have some responsibility for all students. Slight division of students by teacher for grading and parents. No real division territorially. Major division of responsibility by subject matter and teacher interest. This shifts over time. Teachers present things together as well as separately.

7 - All teachers relate relatively equally to all students over time. All teachers share space equally. Flexibility in scheduling and activities. No territorial space divisions by teacher. Complete coordination and integration of lesson plans.

The observations are presented in the following order:

3 on 2 with HEP -- Observations 1-16
3 on 2 without HEP -- Observations 17-21
Self-Contained with HEP -- Observations 22-24
Self-Contained without HEP -- Observations 25-29

To protect the anonymity of the teachers interviewed and schools visited, the observations are identified by district only.

In some instances not all questions were asked because of time restrictions.

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OBSERVATION 1

The class being observed was a 3 on 2 HEP class in the Central District.

I. On a typical day, the schedule of activities for the class was:

Morning Business
HEP
A.M. Recess
Language skills
Music and Literature (alternate days)
--Lunch--
Rest
Mathematics
P.M. Recess
Social Studies and Science (three days)

Art and P.E.
(two days)

Evaluation

II. There are three language groups, homogeneously grouped by ability. Instruction varies among the groups with a different teacher working with each group. The slowest group works at handwriting, phonics, spelling (once per week) and sight words (once per week). The other two groups work at cursive writing, phonics, spelling, sentence structure, and library work.

The high ability group augments the above pattern of activities with creative writing and reading comprehension. HEP materials are supplemented by SRA and other materials.

The students also are grouped into three ability groups for mathematics instruction. Different texts and materials are used for each group.

III. Typically, instructional time is divided as follows: Forty-five minutes with the large group; thirty to forty-five minutes in individualized instruction; and the remainder of the day working with small groups.

IV. The "logical consequence" philosophy applies to solving discipline problems.

V. Peer tutoring is limited to HEP and mathematics (within groups).

VI. Individualization in working with students is limited.

VII. There are few choices open to students. On days when there is a science film, students may elect to read.

VIII. Relationship of teachers and students generally is formal.

IX. Work with parents generally limited to the formal sessions of parents and teachers.

X. The team has been together for three years. There is no designated team leader. The team members meet after school is dismissed and during lunch. The teachers enjoy being able to concentrate on only one ability group each. They rotate responsibilities for HEP. If someone is absent, it is no big problem with two teachers present. They get special help if it is needed.

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OBSERVATION 2

The class being observed was a 3 on 2, HEP class in the Honolulu District. The classroom participates with Bank Street open classroom concept.

I. On a typical day, the schedule of activities for the class was:

	Language Arts
A.M.	Recess
	Resumption of Language Arts
	--Lunch--
	Mathematics
P.M.	Social Studies
	Art, Music, and P.E.

II. Language Arts instruction is carried out in two groups. Included are typing, handwriting, tape stores, listening and speaking, creative writing, reading from books, using work sheets, and cutting and pasting.

Mathematics instruction is highly individualized. Manipulative materials include clocks, chips, and other instructional devices.

There was frequently time devoted to cooking, sand play, blocks and puzzles.

III. During the course of a typical day, one-half hour would be spent working with the large group. Almost all of the day is spent with the class divided into two groups--

second grade and third grade. One of the teachers functions as a resource teacher, working with individuals and small groups with special needs.

IV. When there are discipline problems, the teacher nearest to the area of the room where the misbehavior is taking place takes the errant child to one side for a conference.

V. Children are not encouraged to help each other; peer teaching is not recommended.

VI. There is limited individualization. A child does what he can, and advances to more complex tasks.

VII. Student decision-making is encouraged within balance. Usually limited to that which is required by H.E.P.

VIII. Relationships between teachers and students are generally formal; however, there seems to be good rapport.

IX. Generally there are about three conferences per month with parents.

X. Team members usually take turns at leadership. They work like two self-contained classes with a resource teacher. Team members meet informally every day after classes are dismissed. The grade chairmanship is rotated every two years. The resource teacher would like to rotate more often.

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OBSERVATION 3

The class being observed was a 3 on 2 HEP class in the Honolulu District.

I. On a typical day, the schedule of activities for the class was:

Morning Business
A.M. Language Arts (HEP)
Recess
Mathematics
--Lunch and Recess--
Oral Language
Social Studies and Health
P.M. Art, Science, Science film (on alternate days)
Music and Physical Education

II. The teacher interviewed shared the disenchantment which she and her team members feel regarding HEP.

The individualized, self-pace in reading, she noted, is not as satisfactory as teacher-directed tasks. Reading skills are off and writing poor; there is an absence of creativity in the use of HEP materials.

Mathematics instruction utilized large groups for concept-teaching, small groups where specific help is needed, and a full period of individualized, self-paced work.

There is little time left over for non-curricular activities.

III. Two-thirds of the instruction time was devoted to small groups of students, with one-sixth in each of large groups and individualized work.

IV. Discipline is carried out by the teachers; the child who misbehaves is taken aside for a private talk from a teacher. Only one child has been sent to the principal this year.

Discipline problems seem to be increasing; there seems to the teachers to be an increase in broken homes in the neighborhood.

V. Children rarely help each other except that which is required in HEP. Teachers don't recommend it.

VI. As much time as is possible is spent with each child. The teacher believes that more individual work is possible in a self-contained classroom than in a 3 on 2 classroom.

VII. The teachers try, as much as possible, to allow students to make decisions about their school work. For example, students can select their own topic for study in Social Studies.

VIII. Relationships between teachers and pupils are formal.

IX. The teachers try to work closely with parents. There is a meeting at the beginning of the year, two formal conferences during the year, and two written reports. There are, however, no more than one or two calls or visits by parents during any week.

X. The team members get together every day at lunch and other times if necessary. The team members cooperate well with each other. The team chairperson rotates annually, but the "Teacher-In-Charge" rotates daily.

XI. The teacher interviewed would not mind being in a self-contained classroom, although she enjoys her team. She doesn't know in which type of classroom students learn best.

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OBSERVATION 4

The class being observed was a three on two HEP class in the Kauai District.

I. On a typical day, the schedule of activities for the day was:

	M T W Th F	
8:30	Morning exercise	entire class; teachers rotate weekly
8:30-9:30	HEP	normal HEP procedures/ interaction
9:30-9:40	HEP Evaluation	3 heterogeneous groups disregarding grade level; groups formed on basis of Math scores from last year; teachers rotate monthly; pupils stay at same station.
10:05-11:10	Math	3 heterogeneous groups--one group all Gr. 3; second and third groups for Gr. 2; groups formed on basis of Math scores from previous year; 2 heterogeneous subgroups within each major group; teachers do not rotate.
11:10-11:40	A B A B A A: Lib Lit B: Creative Writing Handwriting Phonics	same groups as for HEP evaluation. No rotation of teachers
12:30-2:00	Art, P.E., Music, Social Studies, Science, Health	Grouping as follows: Music-entire class; Art and P.E.-entire grade; Science, Social Studies-same groups as for HEP evaluation; teachers take area of interest for entire year.

II. HEP: utilize full range of materials and activities included in HEP program; teachers serve as guides and managers; evaluation procedures followed are those suggested by HEP; class organized by learning centers; full room utilized.

Mathematics: textbook oriented with worksheets

subgroups within each of three groups work independently of each other; teacher works with one group while other is completing assigned seat work; once teaching of two sub-groups is completed; teacher walks about and helps students in her group.

peer interaction centered about math work--none; what peer interaction there was was at a social level.

evaluation of students centered about "end of chapter tests".

Remaining courses: basically teacher directed, with teachers identifying topic for the day; teaching procedures comparable to that observed in Math; with teacher opening the lesson, providing instructions, assigning seat work. During seat work, teacher served as a facilitator. Note: seat work might include creative writing, art.

peer interaction essentially social in nature.

M27

III. Time spent in a typical day was as follows:

a. entire class = 20% of time

b. class divided (no subgroups) = 15% + 15% individual seat work

c. small groups (10-15) = 10% + 10% individual seat work

d. individual = 30% + 10% (including HEP)

V. The children work together on HEP, Literature (dramatics); lot of social interaction which increases as students complete seat work.

The children hinder each other by the slow students interrupted by those students who finish early, "top" students do not particularly like to continually tutor in HEP.

VI. Individualization was defined as, "children working on their own accord, find one job and material" "independence".

In response to where this form of individualization is occurring: HEP; to a lesser extent in Art (the difference being students go to assigned station, pick up "designated" materials, i.e., not as much diversity as observed for HEP).

VII. Pupils are involved in decision-making in the following areas: HEP tasks and plans; some pupil involvement in Art; otherwise teacher directed.

VIII. The relationship of teacher and pupils depends on youngster - flexibility is key - but in comparison to self-contained less "one-way".

IX. The contact with parents is about two visits per month, generally initiated by teachers. No mention of special counseling sessions. Students have "3" teachers - they know who they are.

X. The team teaching comments were defined as follows:

a) experience: second year as a team

b) team leader: yes - rotated each year
- responsibilities include developing schedule for each week

c) formal meetings: yes - Wednesday afternoon in time allocated for this purpose
informal meetings at lunch; after school

d) relationship among teachers: "sharing theme" - each can teach in areas of particular interest to them

e) special duties: register - rotate weekly
lunch money - rotate weekly

f) 3 on 2 uniqueness: better role to develop "learning assistance packages and resource materials to a greater degree than in self-contained

share teaching load; ultimately leads to less planning time

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OBSERVATION 5

The class being observed was a 3 on 2 HEP class in the Kauai District.

I. On a typical day, the schedule of activities for the day was:

	M T W Th F	
8:10-8:55	Mathematics	3 groups: (i) slow students; (ii) fast, 2nd + fast 3rds; (iii) middle 2nds and 3rds; no rotation of teachers
8:55-9:40	Handwriting; to be replaced by Science later in year	Handwriting: Gr2 - two groups (i) slow, (ii) fast Gr3 - dictionary skills; those who need further handwriting join second group of Grade 2's; no rotation of teachers. Science will be by grade.
9:40-10:05	Literature (HEP)	2 groups by grade; teachers rotate weekly with 3rd teacher responsible for attendance and lunch money
10:05-10:30	Recess	

10:30-12:00	HEP Lunch	basic HEP procedure - one teacher takes care of Reading; second takes Handwriting/Listening; third responsible for discipline; teachers rotate monthly
20 min.	Catch up time-HEP	extension of AM. HEP
	Music Catechism/PE/Library --	Grouped by grade; teachers rotate.
	Art Socials --	
	Th and Fr - opposite of Tues and Mon	

II. HEP: utilize full range of materials and activities included in HEP program, but teachers feel it necessary to have additional handwriting early in the school year. teachers serve as guides; closely monitor students, with teachers instead of pupils checking that planned (by the students) work has been satisfactorily completed.

Mathematics: textbook oriented

use visual aids, flannel board, play money

all students in each group kept together, i.e., no subgrouping

peer interaction social in nature, but not much allowed

evaluation of students based on end of chapter test and daily work.

Remaining courses: basically teacher directed

no TV

use globes, etc., when appropriate

no individualization, subgrouping

III. Time spent in a typical day was as follows:

a. entire class: very little time

b. class divided: nearly all class activities begin this way = 65% (include assigned seat work)

c. small groups: none

d. individual: HEP, = 30%

V. The children work together during HEP.

The children seem to hinder each other during HEP; HEP is "too permissive", during tutoring - kids do not attend to task; some like to go ahead on own; are not allowed to; extra 20 min. session after lunch there for slow students; other students appear to be left to their own during this time -- confusion.

VI. When asked about individualization the response was "don't have much here" (I could not get a clear definition)

VII. Pupils are involved in decision-making only during HEP planning; otherwise none.

VIII. The relationship of teacher and pupils is one of traditional teacher/pupil vertical arrangement; pupils know "who is boss." Students "have 3 teachers" - they know who their teachers are.

IX. The contact with parents is usually initiated by teacher, one meeting at beginning of year; perhaps one at the end of the year.

Teachers feel they had more contact with parents when teaching in a self-contained organization--had more time then.

X. The team teaching comments were:

a) experience: 4th year together; came together because of HEP; asked for each other

b) team leader: yes - rotated each year
leader responsible for HEP materials

c) formal meetings - no
informal meetings at lunch, after school

d) relationship among teachers - really have 3 self-contained within a 3 on 2 setting with some sharing of duties: in HEP (see II) but "responsible for students in my math group" for entire year

e) special duties - "on whole have to be able to do everything but may work at different levels"

"specialization not important on this team"

f) 3 on 2 uniqueness -worked "harder in self-contained situation but working with entire group is tiring"

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OBSERVATION 6

The class being observed was a 3 on 2 class in the Maui District.

I. The schedule of activities for a typical day was the following:

M T W Th F

8:00-8:15	Morning exercise	entire group; teachers rotate weekly
8:15-9:30	HEP	basic HEP procedure; one teacher responsible for reading, second for listening, third for writing--teachers rotate every quarter
9:30-9:45	HEP planning for next day	3 "planning" groups, formed arbitrarily; a teacher stays with one group throughout the year to provide continuous monitoring
9:45-10:05	Recess	
10:05-11:00	Mathematics	began year with diagnostic work common to all students; based on diagnostic results formed 3 homogeneous groups disregarding grade within form two homogeneous subgroups; no rotation of teachers
11:00-11:55	Lunch	

11:55-12:45	Spelling/Handwriting Letter to present reviewing week's work			3 ability groups, not the same as in Math. Takes place of HEP handwriting
12:45-1:15	Science/Social Catch up time/Free			3 groups (planning groups for HEP); teachers rotate according to interest area
1:15-1:45	Special topic (e.g., folk dancing)	PE/ Art Music	PE/ Art/ time Music	Monday: entire group, teachers rotate T, Thur - 1/2 group take PE with specialists 1/4 Art 1/4 Music - rotated every T, Thurs.

II. HEP - modified HEP requirements somewhat; planning geared so that "average" child can go on to Grade 4--this modification is "school based", involved teachers in the school.

-otherwise, regular HEP operation, with full use of all aids and materials.

Mathematics: textbook oriented
a) two texts used with each of two groups
b) third text used with more advanced group

weekly flash card drill - entire class (occurs on Tuesday)

subgroups within major groups work independently - while teacher instructs one subgroup, second group is working at their desks

some peer interaction re math, but most is social in nature

Remaining courses: planned by teachers - involve work units (e.g., experiments) where students may work together.

use of resource people e.g. dancing

III. The time spent in the class was:

a. entire class = 5%

b. class divided = 40% including assigned seat work

c. small groups = 25% including assigned seat work

d. individualized = 30% (HEP)

V. The students work together on HEP, Science Projects, and are limited in Mathematics.

The students hinder each other by a lot of social interaction, "fooling" around; some children more easily distracted, should attend self-contained

(original assignment to 3 on 2 done arbitrarily by principal

VI. The concept of individualization was defined as, "each child working at his own pace, not necessarily different from other students"

- taking place now in HEP;
- the teachers feel they have met their definition of individualization through the use of homogeneous groups.

VII. Pupils are involved in decision-making only during HEP planning; otherwise essentially none

VIII. The relationship between teachers and pupils is open, children see 3 teachers, talk to all; effect of multiple groupings clearly evident.

IX. Contact with parents is about the same as in self-contained; most initiated by teachers with letters sent to parents following discussion/agreement among the 3 teachers.

X. The team teaching comments were:

a. experience: new team, with 2 of the teachers (one with previous 3 on 2 experience) new to the school

b. team leader: no formal leader, although principal went to teacher who had previous experience as 3/2 member in that school

All took transactional analyses - no one teacher more important than the others

c. formal meetings - every afternoon after school informal meetings at lunch, recess

d. relationship among teachers - give and take, "cannot get upset if all suggestions not taken," "no one more important than the others"

e. special duties - lunch money)
morning exercise) rotates weekly
notes, absentee)

one teacher (non-new teacher to school) gets messages/requests to the principal

f. 3/2 uniqueness - team members well aware of what each is doing in contrast to self-contained

work load is about the same, now there is time to plan units in Science, Socials, PE, Music, Art, can "take advantage of freed up time by putting this time in on areas of specialization and interest."

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OBSERVATION 7

The class being observed was a 3 on 2 HEP class in the Maui District.

I. The schedule of activities for a typical day was:

	M T W Th F	
7:50-8:15	Morning exercise	entire class, teachers rotate weekly
8:15-8:30	Handwriting - M + W Phonics - T + Th - F	3 homogeneous groups; just beginning this schedule in response to weak students* These 3 groups will become "their own kids"
8:35-9:45	HEP	Two hetrogeneous groups, disregarding grade. Two teachers serve at "home base" where pupils can seek assistance; third acts as a troubleshooter - teachers rotate every week.
9:45-10:00	Recess	
10:00-10:30	HEP	
10:30-11:10	PE/Music	Two "HEP" groups
11:10-12:00	Lunch	

* The teachers were experiencing more difficulty this year than in the past. The reason they gave was that a new school had opened this year and drained the upper middle and higher socio-economic students. This same thought was shared with me earlier by the principal and later by the self-contained teacher I interviewed. The change noted in the schedule was in response to the "new clientele" and the fact the old methods did not work as well.

12:00-12:45	Mathematics	3 homogeneous groups - attempted to ignore grade, but it turned out top group includes only third graders; teachers rotate (although they are not convinced rotation is a good thing, but wanted pupils to "see" 3 teachers)
12:45-1:00	Break	
1:00-1:30	Science/Social Studies	3 homogeneous groups (according to ability in Science/Socials, thus groups not identical to math groups)
1:30-2:00	HEP Literature	

II. HEP: basic HEP procedure

students closely monitored, one teacher available for testing, 4 pupils per day called regardless of where they are in their work.

Mathematics: textbook series

use of counters, geo boards, etc.

Begin with lesson taught by teacher followed by assigned seat work at which students work independently. Peer interaction is mostly social; teacher moves about providing help where necessary.

evaluation using tests at end of chapter of textbook.

Remaining courses: Science - book work, no labs or demonstrations. Some use of social studies projects, filmstrips, but available TV not used too much.

III. The time spent in class was:

a. entire class = 5% (opening exercises, filmstrips when used)

b. class divided = 60% (about 30% lesson to class; 30% assigned seat work)

c. small groups = 0%

d. individual = 33% (HEP)

V. The students work together on HEP. As far as hindering, a poor class to begin with leads to more problems with youngsters interfering with others. There is a chance for easy distractability, however, this year there are 64 students, last year there were 54, a much better situation. Some of the good students dislike tutoring (but are required to through coaxing).

VI. On defining of individualization the teacher said, "allowing the individual child to proceed at his own pace, but could be grouped with pupils at similar level." It was not clear whether such individualization was present at this time in this class.

VII. The pupil is involved in decision-making for the HEP planning, and, to a lesser extent, their own self-monitoring in HEP. In mathematics, students can elect to study geometry during class if they will do their arithmetic (which is assigned) at home.

VIII. The relationship between teachers and pupils is one of authority - obeyers (in contrast to last year which apparently was much more relaxed because of "better" students and smaller class size). Pupils see 3 teachers; in much the same light as described by teachers.

IX. Contact with parents to date has been 15 letters sent home, 11 parents have responded, 2 or 3 parents have come in on their own.

X. The team teaching comments were:

a) experience: 8th year as a team

b) team leader: not now, team knows itself, schedule there (principal of all there was no formal or or informal team leader - he goes to the "3 teachers".

c) formal meetings - none now, in the beginning yes.

d) relationship among teachers - good, compatability listed as a criteria, "give and take"

e) special duties - one person takes care of ordering films, materials, etc., one takes care of exams (outside of HEP), one takes care of testing in HEP, keeps the records (above are yearly assignments)

f) 3 on 2 uniqueness - always performing in front of peers greater professional improvement - work together on various subjects like

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Music, in others, like Science or Social Studies, have time to develop learning assistance packages which can then be shared with other team members. responsibility is shared "burden alone not comfortable"

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OBSERVATION 8

The class being observed was a 3 on 2 HEP class in the Windward District.

I. The schedule of activities for a typical day was:

M T W Th F

8:00-8:10	Morning business	Lunch count, attendance, announcements for entire 3/2 class; teachers rotate weekly.
8:10-8:30	Literature	One group, teacher reads to group - rotated weekly as part of opening exercises
8:30-9:50	HEP	Two groups formed by where pupil lives (sea; mountains) disregard grade. Two teachers beginning each HEP period, other checks spelling, equipment, helps as necessary, teachers rotate weekly.
or		
8:30-9:15	Mathematics	3 groups* one per teacher, but pupils on individualized program in Mathematics; Socials more group-oriented, entire class will see films, filmstrips together
9:15-9:50	Social Studies	
9:50-10:05	Recess	

*not clear how these groups were formed.

10:05-11:40	Reverse of 8:10-9:50 slot	
11:40-12:20	——— Lunch ———	
12:25-1:05	SC SC Films SC Remedial work	Self-contained using SCIS science program within 3 groups identified for Math.
1:05-1:50	PE/Art/Music - M + T ---W Films, Remedial Work - Th PE/Art/Music - F	3 groups formed across both self-contained classes with 2 teachers per group. Every 9 weeks teachers change areas - all 6 teachers will teach in all 3 areas. Group one will take PE on M, Art on T, Music on Fr-etc. All 6 teachers take part in remedial work; students in need of this help do not go to the films.

II. HEP: basic HEP with planning done a day ahead of time. Evaluation involves ensuring work is completed, checking spelling, listening to reading. Initials put on completed work, pupils work for "initials."

Mathematics: students organized into what appears to be 3 arbitrarily formed groups. Each teacher has responsibility over her group. Within each group, pupils are working independently on own work. No peer assistance - teachers move around. Pupils within groups are brought together for a new concept when teacher feels the time is appropriate - for some pupils this is a review, for others it is timely; for some others, they have not yet completed the lead up material - is a form of mastery learning.

Remaining courses: Science - kids "doing science" use SCIS. Socials - integration of Art, writing, filmstrips, discussion. Art - somewhat structured - group pretty much together. No use made of TV.

III. The amount of time spent during the day in groups was:

a. entire class = 15%
b. class divided = 25-30% (including seat work associated with work assigned)
c. small groups = none
d. individual = 55-60% (HEP, Math)

V. The students work together on HEP, Science (nature of SCIS), and Evaluation on HEP (3's help Gr 2's).

The students seem to hinder each other. They are easily distracted, boys interfere with girls, and the noise level gets high, turn off lights to control.

VI. On defining of individualization, the teacher responded, "accept any child you get and go from their (the child's) full potential."

The teacher I interviewed felt this was not happening. Rather she characterized the situation as one of "managing and not tutoring." In this situation there may be some truth although the kids obviously liked it, with former pupils returning to the teachers to just talk and sometimes seek advice.

VII. The pupil is involved in decision-making during the HEP planning sessions; where Gr 3's help "evaluate" Gr 2's.

VIII. The relationship between teacher and pupil is like a "lions den" - a lot of teacher authority but with "loving/ kindness." These pupils obviously responded to this authority, as did the parents.

IX. As far as contact with parents, two members of the team have been at the school for a long period of time; they know the families, older brothers and sisters.

X. The team teaching comments were:

a. experience: two teachers together for long time, third teacher has experience with 3 on 2 but not HEP.

b. team leader: yes - also grade level chairwoman

c. formal meetings: - at the call of any of 6 teachers, are irregular informal over lunch

d. relationship among teachers - strained - "teachers should choose, not my choice." Also the teacher I interviewed is white, feels the pressure (e.g., Hawaiian students will speak Pidgen English which she does not understand)
drop out of team members seems high at this school

e. special duties - shared among teachers (e.g., lunch money) etc.; rotate every week

f. 3/2 uniqueness - pupils have opportunity to work with different teachers

Good chance to individualize although teacher believed with 20 students, self-contained would provide the same opportunity

One disadvantage is the need for more "scheduling," each teacher needs to follow the schedule. This can be inhibiting. Self-contained teacher has more control over her situation.

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OBSERVATION 9

The class being observed was a Three-on-Two HEP class in the Windward District.

I. The schedule for a typical day was:

	M T W Th F	
8:00-8:15	Morning business	entire class; one teacher responsible, rotated weekly.
8:15-9:45	HEP	basic HEP procedure
9:45-10:05	HEP evaluation	Two groups, arbitrarily formed; teachers rotate weekly
10:05-10:30	Recess	
10:30-11:15	Mathematics	Complete grades involved: 4 groups at grade 3, 4 groups at grade 2, where groups are based on previous math performance and are homogeneously formed. Two teachers free for individual help.
11:25-12:00	Lunch	
12:00-12:30	Lit Lit Lit Lit Films	Literature - one teacher takes entire class; teachers rotate weekly

12:30-1:00	Language					3 groups, homogeneous, based on previous years marks (Gr. 2 and some 3's; Gr. 3; Gr. 3 and some 2's) No teacher rotation
1:00-2:00	Music or PE	Soc. Sc Art	Soc. Sc Art	Soc. Sc Art	Freedom/ individual help	Music, PE - two arbitrary groups; alternate weekly; Soc, Sc, Art - 3 arbitrary groups (not same as Language); teachers assigned to one of areas for year (assignment on basis of interest)

II. HEP: basic HEP procedure, with planning on Friday for next week; two teachers at each "end" to check work; third teacher oversees equipment; teachers rotate weekly. Evaluation groups - arbitrarily formed; teachers move each week; third teacher updates the "permanent record."

Mathematics: textbook series

blackboard explanation followed by assigned seat work; each student has unique folder in which math tests and completed assignments are kept;

teachers stay with their group throughout the year. These groups are homogeneous, formed on basis of previous years' mathematics performance; pupils in each group are pretty much at the same point, attributable to homogeneous grouping. No formal subgroups with major math groups; two teachers free to provide individual help, particularly in Grade 3 and Grade 2 lower ability math "classes."

Remaining Courses: Music: tapes, piano science: slides, story telling in literature; demonstrations

III. The amount of time in the day was spent as follows:

a) entire class = 15% (morning business; literature)

b) class divided = 40% (remaining subjects - includes individually assigned seatwork)

c) small groups = 10% (committee work in socials)

d) individual = 35% (HEP; Science when working on assigned individual projects)

V. The students work together on HEP, and Art projects. The hindrance problem is "no different than in Science," a whistle is used to control noise.

VI. The concept of individualization was defined as working with 3 or 4 students at one time (i.e., not one-to-one). Individualization was taking place now in Mathematics and Language (these are not formal subgroups, but occur informally).

VII. The pupil is involved in decision-making for HEP planning. All other decisions essentially made by team of teachers.

VIII. The relationship between teachers and pupils is friendly; pupils find teachers easy to talk to. "Not really that authoritarian - have control" (whistle-used device while I was there - very effective).

IX. The parent contact is nothing extra beyond that generally found with self-contained classes.

X. The team teaching comments were:

a) experience: third year as a team

b) team leader: none

c) formal meetings: none
informal after school

d) relationship among teachers: easy going, talk things out
"be sure teachers want to work together"

e) special duties: one responsible for ordering films
other than film ordering, seemingly share other duties

f) 3 on 2 uniqueness; equal sharing; get ideas from fellow team members
see growth second to third - opportunity for continuity
opportunity for more counseling than in science

Note: During this interview, I got the feeling - "don't rock the boat"

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OBSERVATION 10

The class observed was a 3 on 2 HEP class in the Honolulu District.

I. The teacher's day begins with morning business. This includes announcements, counting lunch money and indicating the amount on the board by a student, discussing the day's events. The mornings are usually spent on science or social studies which are viewed on television (ETV) by a large group of students. Two teachers then take aside individual students to work with in problem areas. The next activity is HEP. The teacher monitors each child's progress. Math is taken up after lunch. The children are in three groups, based on ability. The balance of the day is spent in either music, art, or physical education (PE), and these topics rotate each day.

II. What was noted first about the classroom was the three groups of children encircling each teacher. It was discovered that teachers divide the group of second to third graders between the three teachers. The reason mainly was for management. In talking to the students during HEP, the children tend to relate to one teacher. The morning business that is conducted concerns not the entire group, but the three distinct groups. The children move from teacher-to-teacher for math and reading depending on their ability grouping. Individualization seems to occur during ETV or HEP. Teachers then make an effort to talk and work with students on a one-to-one basis.

In the area of reading and English instruction the teacher indicated the HEP program lacked phonics. They therefore used the Ginn series to supplement this deficiency. Also an emphasis on writing skills was mentioned in addition to HEP.

In math the teacher used the school approved text, and students were taught in homogeneous ability groups.

X. The team meets at lunch to discuss the day's activities. They go over plans and talk about different pupils. It is not a formal meeting and the question of team leader was not asked.

A lack of time prevented the asking of more questions.

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OBSERVATION 11

The class being observed was a 3 on 2 HEP class in the Windward District.

I. A typical day for this teacher began with dittoing (her team responsibility), opening the room, supervising the children who are checking attendance and counting lunch money, and any announcements. The students are then split up into two groups for reading and social studies. The third teacher is free to talk to parents or to work with individual students. The next activity is HEP in which everyone participates. The teachers rotate (one week each) working with the slow HEP students. The afternoon is spent mainly on math, where students are grouped homogeneously by abilities. The remaining time is spent in either art, music, or science.

II. The classroom activities center around each teacher. The room was large, but the three desks divided it into three separate areas. There were short dividers separating the areas along with the desks. In talking to the students it was evident they related to only one teacher.

VI. When the question of individualization came up the response was, "Not one-to-one, but making instruction appropriate for small groups." To emphasize this, her example was Teacher A works with Science and PE, Teacher B works with art, and Teacher C works with social studies. The special areas they teach in is seen as individualization.

VII. The students are involved in decision-making in the class in the area of planning. Depending on their "level" they can decide class rules, punishment, or what activities they are to work on. When probed this latter case related only to HEP, not math, social studies, etc.

X. The team meets informally every afternoon. The discussions usually are what work has to be done, referrals, discussion of student work. There is no team leader. The teacher had taught in a self-contained class, and saw the main difference between the two class types as the time available to discuss problems that occurred in the day together. The feeling of isolation was gone. Also, the 3 on 2 program allowed time to work with special cases.

XI. This teacher had returned to teaching after raising a family and liked the 3 on 2 concept because the student was not stereotyped. She experienced a problem in pacing her time at first but now (9 years later) everything was fine. The most rewarding aspect of 3 on 2 was that the student was not kept at a level with others, but able to move at his/her own pace.

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OBSERVATION 12

The class observed was a 3 on 2 HEP class in the Windward District.

I. The first part of the morning is devoted to business such as announcements and plans for the day. There is also some singing here too. From this activity they begin math for 40 minutes. Again three ability groups are divided among the teachers. It was noted that within each group a wide range of ability existed. HEP activities follow with two teachers reading stories to two small groups, the children are to draw a picture about the story. While this is going on, the third teacher either introduces new HEP equipment or materials to a few children, tutors, or counsels students. This activity is rotated every two weeks. After lunch individual HEP activities take place followed by music, PE, art, or science on a rotating basis.

II. The teachers here have no specific desk, but use tables, working near the children.

As stated above, HEP is used for the language arts program. One of the three teachers specializes in vocabulary and reading, so she is used as a tutor on a one-to-one basis. The math curriculum is based on Addison-Wesley. A heavy emphasis is placed on behavioral objectives to evaluate skills and the performance of the students.

III. The teacher could not comment on the amount of time spent with students. She stated that it varied for each student.

V. Students are used to aid new students' adjustment to the class and school. They have set up a partner system for all group and student-to-student activities.

VI. The concept of individualization meant meeting the child's need at his own level. This teacher had taught in self-contained classrooms, and felt individualization from her point of view was impossible in the self-contained class, but not so in the 3 on 2 class.

VII. When asked what decisions the children were involved in making, the teacher could not think of any.

XI. As final comments the teacher expressed a concern over 3 on 2 and HEP being seen as the same thing in the eyes of parents. If the child does poorly in English, the parents seem to blame 3 on 2. It was suggested that through discussions with fourth grade teachers the 3 on 2 students were better able to manage their work, to keep themselves busy, and were responsible students. Lastly, the teacher stated that students who have a conflicting personality with one teacher can be handled better when there is more than one teacher in the room with whom to relate.

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OBSERVATION 13

The class being observed was a 3 on 2 HEP class in the Honolulu District.

I. When this teacher was asked how the day was spent, the reply was, "It varies every day." After suggesting she tell me how today was spent, she was able to reply. Two planning circles of students get together (A & B) to discuss what they want to work on. Tutors are assigned to drill slower students in basic skills of the HEP program. The students work on HEP for about 1½ hours. Some of the students work with one teacher in phonics during the HEP period. Math instruction follows. The students are in three groups, fast third graders (N=24), slow third graders and fast second graders (N=21), and slow second graders for math (N=13). In the afternnon the activities shift between science, PE, art, music, or social studies. Each teacher teaches one-third of the class in one of the areas. The next day the students shift to other teachers and content areas. The balance of the afternoon is spent in miscellaneous activities, free time, etc.

II. In the area of language arts, phonetics was added to supplement HEP and some language usage skills. Also literature was added to enrich HEP.

In math the lessons for the three groups would vary, but some would be the same. Special attention was provided the slow second graders.

III. The amount of time spent in working with individual students is about one hour out of every day. Time spent in small group instruction is about 3½ hours per day and in the large groups is about 30 minutes per day.

V. There are a lot of students helping students in this class. The teacher feels it helps reinforce learning.

VI. The concept of individualization to the teacher meant that each child is different and learns at a different pace. Instruction must be carried out on the child's level.

VII. The student makes many decisions in planning his HEP activities, in deciding disciplinary actions, in free time activities, and in the areas of social science, math, and science, that the students work on in common.

VIII. The teacher felt she had a good relaxed relationship with the students in her class.

X. The team meets informally occasionally. The teacher noted the difference between the self-contained and the 3 on 2 class is that the teaching was more efficient and there was more available help for the child.

XI. As a final comment, the teacher said more 3 on 2 teams were needed, but that the teams were only as good as the teachers.

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OBSERVATION 14.

The class being observed was a 3 on 2 HEP class in the Honolulu District.

I. The schedule for a typical day was:

	M	T	W	Th	F	
8:05-8:15	Morning Business--------------------					Entire class; one teacher responsible, rotated weekly
8:15-10:00	Spelling	ETV	Handwriting---------			One teacher works with one-third of the class
10:00-10:20	Recess------------------------------					
10:20-11:15	HEP	PE	Language	PE	Writing	One teacher works with one-third of the class
11:15-11:45	Lunch------------------------------					
11:45-12:25	Arithmetic-------------------------					3 groups set up by ability levels
12:25-12:35	Recess------------------------------					
12:35-1:30	Art	Library	Soc.St.	Films	Music, misc.	2 teachers with ½ class; other teacher works with individual students

II. In math the school adopted text is used, Addison-Wesley. The teacher supplements the text as needed. The students are homogeneously grouped by ability and are moved in and out of groups as needed. No one teacher stays with the same group. They rotate between all three groups.

III. The teacher said the amount of individualized instruction per day was about 60-70 minutes during HEP. Then the time she spent in small group instruction was about one hour per day. Then with another category of remedial students who were removed from PE or music, she would spend about 40 minutes per day. The large group instruction varies by day, but was approximately 1 hour and 10 minutes working in either art, PE, music, social studies, or science.

V. The students were not used very much to help each other except for reinforcement, drill exercises, or just listening to another student read. Often students hinder each other and it really depended on the tutor. Some students have trouble being tutored. Students were never used to teach concepts to another student.

VI. When asked about the concept of individualization, the teacher replied not one to one, but homogeneous groupings, meeting the needs of more than one student in a small group. Then allowing the student to work at his own pace.

VII. Students are allowed to make their own decisions with regard to HEP activities and social studies involving a project. There is a teacher modified HEP activity sheet she uses for some students and they choose among the activities she has selected for them to work on. The teacher makes all the decisions in math activities.

X. This team has been together for eight years and meets once a year to organize their yearly activities. Then as needs arise, they meet after school. The teacher had taught in a self-contained class and thought the difference in favor of 3 on 2 was the teacher could reach more children and that there was another adult in the room to consult with on ideas. Their team had a good relationship.

XI. As final comments, the teacher said their team was poorly organized in the beginning, it took them a long time to get all the the teaching done. She also found that the child needed to be self-directed to function well in the 3 on 2 class. If she had problems with students, they would be recommended to move to a self-contained class. As a recommendation she thought the 3 on 2 concept should have vertical distribution of children (1-1, 2-2, 3-3) not horizontal (K-1, 1-2, 2-3). Slow third graders are grouped with second graders and this is not good. The second grader will usually pass the slow third grader in work. It was noted that second graders have an advantage in 2-3, the second graders have a disadvantage in 1-2. Kids seem to fit better in their own grade groupings. In the areas of PE and art the older children experience more physical growth and skills and this is frustrating for the younger students and hard for them to understand.

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OBSERVATION 15.

The class being observed was a 3 on 2 HEP class in the Central District.

On the day of observation the second graders left at 9:00 a.m. for a field trip, leaving only third graders to be observed.

I. On a typical day, the schedule of activities for this class was as follows:

A.M.
Business
Math
Science
Physical Education
Recess
HEP

Lunch

P.M.
Recess
Language
Social Studies
Art

II. During the observation period, children were "sharing" and telling riddles in a large group. Upon completion of this activity, the second graders left the group to make preparations for the field trip. Third graders broke up into small groups to do HEP work. A sizeable portion of the students were doing individual work (e.g., reading, typing). The evaluator was told that both HEP and supplemental materials were used for reading and language arts. The Investigative School Math (ISM) was used in the area of mathematics.

III. The greatest proportion of teacher time was spent with individual students to provide guidance and to check on class work. Small group (1 to 15 students) instruction consumed the second largest chunk of teacher time. Large group and whole class activities (e.g., physical education, business, announcements) took up the rest of the teacher time.

IV. The teacher control function was evident in the class. The teacher interviewed felt it was very important to control the students. Good control would prevent discipline problems. Teachers basically taught and controlled students in ways not unlike those in a self-contained situation.

V. According to the teacher who was interviewed, students had a stronger tendency to try to get attention in the 3 on 2 situation. They got into fights over limited materials and over who should put away materials after they had been used. There were personality problems in the peer-tutoring situation. The children also lacked ability to settle down. The peer-tutoring system, however, enabled the students to learn from each other.

VI. Individualization was described essentially as a grouping process. In HEP homogeneous ability groups were formed. In social studies, grouping was done by grade level. Apart from HEP, the teachers carried out "teaching" much like what one would witness in a self-contained situation.

VII. Due to the heavy emphasis on the teacher control function, children were provided with little decision-making power with regard to instructional alternatives - except for HEP where flexibility was a built-in feature.

IX. No information was obtained on teacher-parent contact.

X. The 3 on 2 team had no schedule for formal meetings and there was no formal leader. The team met as circumstances required to reach agreements and to share ideas of instructional methods. Team members taught their strengths (e.g., one would teach art, another music). During the three years the team had been in existence no major problems had developed.

XI. Apparently, the teachers considered it a great advantage to be able to teach their strengths. They did not feel overburdened and would like to stay in the 3 on 2 class. It was pointed out that one of the disadvantages of 3 on 2 was that it tended to contribute to personality problems among team members.

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OBSERVATION 16.

The class being observed was a 3 on 2 HEP class in the Maui District.

I. The schedule of activities on a typical day was as follows:

A.M.	Business Language Math Recess HEP
	Lunch
P.M.	Literature Recess Music, films, stories, Health, Science, Social Studies, Art, P.E.

II. During the observation period, students were having HEP literature. Learning activities were conducted in two large groups. Being in HEP, the classroom was well equipped with an overhead projector, a TV set, film strips, typewriters, tape recorders, language masters, books and so on. Only books were used at the time of the observation. For reading and language arts HEP was used. The math materials were not designed for individualization. The subject was taught in an ability grouping situation.

Random groupings were formed for HEP, literature and social studies. Ability groupings were used in teaching math and some language arts areas. The teacher indicated that letting children go on their own pace had not worked for that class - the children tended to "repeat" the same work. Subgroupings were therefore used in math and other areas.

There was built-in flexibility in HEP. In math, where materials were not designed for individualization the teachers assigned class work to students. In social studies, science and music, children were allowed to provide some input with respect to alternatives.

III. The teacher interviewed was able to provide the following estimates of time spent with individual students and various grouping situations:

Individual students	25%
Small groups (1-15 students)	25%
Large groups	30%
Entire class	20%

IV. The teacher said that students tended to cause more disruption in the 3 on 2 situation than in a self-contained class. In the latter setting, there was less noise and less disruptive/control problems. The teacher felt that students might actually learn more in a self-contained situation. Being in HEP, the students in the class helped each other learn through the peer-tutoring system. Discipline problems were handled mainly through counseling with students.

VIII. Students tended to treat the teachers as peers. The teachers, however, would like to maintain some distance "in order to gain respect." Nobody, according to the teacher interviewed, called teachers by their first names in the school. She pointed out, however, that that did not mean there was a high degree of formality in the teacher-student relationships.

IX. No information was obtained on teacher-parent contact.

X. Two of the teachers had been on the team for five years. The third joined the team three years ago. The team held regular meetings on Wednesdays. While the team was without a formal leader, members served as team coordinators on a rotating basis. The team members had been getting along fairly well. Differences in style and philosophy were dealt with in open discussions. The teacher felt that the diversity had tended to add to the strength of the team. One of the advantages of 3 on 2 was that team members were able to discuss issues and problems with each other. There was also less pressure in the 3 on 2 situation.

XI. The teacher interviewed indicated that when the class was not using HEP, it differed very little from a self-contained class. "In math, for instance, you will actually see three self-contained classes in this room." The teacher, who was in a self-contained class before for two years, added, "I prefer 3 on 2, but if I was given 20-25 children, I would teach in a self-contained class."

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OBSERVATION 17.

The class being observed was a 3 on 2 non-HEP class in the Windward District.

I. The morning activities are broken up by the three teachers. Each of the activities is conducted by a teacher and student leader. Among the activities are announcements, current events, attendance, collection of lunch money. Math is the first academic area in the morning. Each teacher has a small group to work with, e.g., advanced third graders, high second and lower third graders, and lower second graders. This activity is for 50 minutes. Language arts is conducted up until lunch. Here again three ability groups are taught by the three teachers. It was noted that the teachers switch off working with the different ability groups in language arts. After lunch, language arts continues, either reading or creative writing. The balance of the day rotates between PE, music, or story reading by the teacher.

II. A striking aspect of the classroom structure was that no teachers' desks were in the room. The teacher seemed to use the tables and study cubes that the students also used. This resulted in a very informal, relaxed atmosphere.

In the area of reading the teachers use the Houghton-Mifflin Basal series. The ability groups are established by K-1 teacher recommendations.

III. The proportion of time spent with the various student groupings was 20-30 minutes in whole group, 15-20 minutes in small skill groups, and with each individual about 5 minutes.

V. The teachers do not use tutors as is done in HEP, but students do help each other in word recognition skills. Mostly the students work alone, or teacher-student.

VI. The concept of individualization meant each child progressing at his/her own ability/learning rate. The teacher had a hard time working out a program of individualization for her class. At first everyone did his/her own thing and it was very chaotic, but once the idea of learning centers was disbanded, and the teacher's ability to direct learning at different skill levels developed, the individualization process proceeded smoothly. The method used now was to teach a skill to a small homogeneous group, then have the student work alone or with teacher assistance one-to-one.

VII. In the area of student-made decisions the class has elected officers who decide discipline. The class as a whole set up rules for behavior. No student decisions were mentioned in the academic area.

VIII. The student-teacher relationship seemed comfortable; they did call them by their last name. Because of the teachers not being isolated at "their desks," but using tables and study cubes, the barrier between teachers and students appeared not to exist, thus creating a very informal, non-threatening atmosphere.

IX. Parent conferences were held once a year. Topics discussed were both academic and personal counseling concerning the students.

X. The team itself had no formal meetings. The team had been together seven years and knew each other very well. No team leader was mentioned. It seemed they met once a week to plan the following week's activities. They like to use the idea of each teacher teaching fewer subject areas, which they split among themselves. In this way they could get to their groups more efficiently and each teacher got to know all the students.

XI. The concluding remarks made in the open-ended question were that in 3 on 2 teachers learn more, and students get a better chance to progress at their own pace. The self-contained class can only do a limited amount of individualization.

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OBSERVATION 18.

The class observed was a 3 on 2 non-HEP class in the Leeward District.

I. The day's activities begin with reading for 45 minutes, followed by math for one hour and ten minutes. In the afternoon the topics involve science, social studies, art, or music on a rotating basis.

II. Since this is a non-HEP class, the language arts program the teachers use is the scope and sequence series specified by Houghton-Mifflin and approved by the school. The emphasis is on spelling, as well as oral and written expression. A heavy use of behavioral objectives was mentioned. Each teacher has her own group of students. Each of the three groups is kept at the same level classified by skills not grade. Those who need help are worked with in a smaller group. If a teacher and a student cannot get along, the child is shifted to another teacher.

In the area of math two groups work together on the same topic, one slow group and one fast group. The students help each other in word problems, but no real tutoring exists.

VI. Individualization, to this teacher, meant finding the skill areas for the student and working there. This was qualified by adding that this is how she worked with her third of the group. Also noting that the basic teaching was done in groups, as the student accelerated or slowed down, individual help was given.

VII. No decisions were made by the students.

X. In regards to the team, there was no leader, and the meetings were held informally to plan content areas. One difference was mentioned between 3 on 2 and self-contained in dealing with discipline. In the 3 on 2 class the assistance of the other teachers was called upon to deal with the problem. If all three agreed that a problem existed, the parent was called in. This relieved them of the burden of being wrong or biased in dealing with problem students.

XI. In concluding the interview, the teacher commented that each school should have the 3 on 2 program as an option. The 3 on 2 program helped teachers learn how to teach and grow as teachers, thus helping the child.

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OBSERVATION 19.

The class being observed was a 3 on 2 non-HEP class in the Leeward District.

I. The day would begin by going over the schedule with the entire group for about 10 minutes. Then reading activities would take place for about 1½ hours. There were two reading groups, a top group (based on ability) and everyone else. Handwriting practice would follow reading. During recess and after lunch the teachers would give individual help to slow readers. Before lunch math instruction and practice exercises would be worked on for an hour. There were two math groups based on skill levels (fast and slow group). During each period the third teacher would work with individuals who needed special help. In the afternoon the areas of social studies and science would be taught half the group, while the other half of the group participated in art, music, or PE. The following day the groups would switch so that everyone received instruction in all the content areas. On Monday afternoons films would be shown. The teachers would then work with individual students again.

II. Since this was a non-HEP class, the reading instruction used the Houghton-Mifflin series.

III. The amount of time spent with the entire class for this teacher in one day was about 10-15 minutes. Her time spent with small group instruction was about 4-4½ hours, and time spent in individual instruction was about an hour.

V. The students in the class did not help each other because there was not enough time.

VI. The concept of individualization to this teacher meant helping each child to become as productive as possible and to know their strengths.

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OBSERVATION 20.

The class being observed was a 3 on 2 non-HEP class in the Leeward District.

I. The first activity was morning business in the large group for about 20 minutes. The language arts program would then follow for about 1½ hours. The students were grouped homogeneously by ability into three groups. The teacher noted that there was always a wide range of ability within each group and attempts were made to shift students in and out of groups as their functioning shifted. However, the same skills were taught to everyone in the group. Math activities would follow reading for about an hour. After lunch the students would have silent reading for about 15 minutes. In the early part of the afternoon the students would work independently in any area or finish any language arts activity or math. The balance of the afternoon was spent in different activities. That day music would take up the rest of the afternoon. The afternoon grouping for the miscellaneous activities, the class was broken into two groups, one second graders, and one third graders. The third teacher would then work individually with a few learning disability students and emotionally handicapped students in the class.

II. The language arts materials used were the Ginn series in reading and Laidlow for spelling. In math the Addison-Wesley series was used.

III. The amount of time spent by this teacher in large group activities was 15-20 minutes per day. Language arts and math in small groups about 2½ hours. Individual instruction was about 30 minutes per student, but this often was less if just checking of work was involved.

V. The students of the highest ability were often used to tutor the slower students. The teacher commented that procedure was quite helpful to all concerned.

VI. When asked about individualization, the teacher responded by saying to bring the potential which the child has into a reality. She used tests to get an idea of the student's range and felt it was up to the teacher to motivate the child to make his potential a reality.

VII. All major decisions were made by the teachers. However, during certain activities such as reading, where role-playing is used, and arts and crafts, they chose what to work on.

X. Questions concerning the team functions, it was found that a team leader was chosen each year. They met informally in the late afternoon to discuss each person's responsibility for the following day's activities. The teacher had taught in a self-contained classroom before and felt the benefits of the 3 on 2 program were in the strengths of each team member adding to the whole. She felt the students benefited from teachers working together as a unit.

XI. The final comments concerned her team having been together for five years and felt their ability to work together and openness as a team contributed to its success.

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OBSERVATION 21.

The class being observed was a 3 on 2 non-HEP class in the Central District.

I. On a typical day, the schedule of activities would look something like the following:

A.M.	Math Language Arts Reading
	Lunch
P.M.	Activities (e.g., individual instruction, games) Recess Social Studies Science

II. During the observation period, small groups were formed to do reading activities. Only textbooks were used at the time. The classroom was equipped with a projector, film loops, a tape recorder a TV set, a typewriter and ear phones, among other things. None of the equipment was used during the observation period. The teacher who was interviewed indicated that language masters, tapes, and film loops were normally used in reading and language arts. Only texts were used in math. Lack of funding had made it impossible to acquire additional materials and equipment.

The evaluator learned that the TV set in the class was seldom used. The typewriter was used by teachers only. The ear phones were used only to test students.

III. Most of the teacher time was spent with small groups (1 to 15 children). Large group activities took up the second largest time allotment. The remainder of teacher time was spent about equally with individual students and the entire class.

IV. Teachers played the role of warden in handling discipline problems.

V. Some students helped each other with their class work.

VI. According to the teacher interviewed, the curriculum was "pretty rigid" - it was all "fixed." There was a lack of alternative instructional modes. However, the teacher also said that the students were allowed to work at their own pace, "although they actually learned more or less the same thing." The 3 on 2 setting, she said, allowed more time to work with individual students and allowed teachers to be more elaborate in providing instruction.

VII. The teacher indicated that students had no choice with respect to instructional alternatives, the curriculum being very rigid.

VIII. The teachers at times played the roles of warden, mother, and listener. At all times, however, it was important to control the class. It should be added that during the period the class was being observed, role relationships between teachers and students appeared highly formal.

IX. No information was obtained on teacher-parent contact.

X. The team was in its fourth year of operation. There was no schedule for formal meetings and the team was apparently leaderless. There were "on-going" discussions among team members for scheduling and other problems related to the curriculum. The schedule for such discussions was "flexible." Team members did have different styles but so far there had been no conflicts within the team. Open discussions had effectively dealt with minor problems.

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OBSERVATION 22

The class being observed was a self-contained HEP class in the Maui District.

I. The schedule of activities on a typical day, as described by the teacher, was as follows:

HEP
Recess
A.M. Literature
Spelling
Social Studies
Science

Lunch

Math
P.M. Language Arts
Music/dance

II. At the time of the observation, students were doing individual art work. HEP was normally used for reading and language arts, supplemented by spelling and grammar materials (described as language arts in the schedule) which were taught in a group situation. An individualized program was used for mathematics. The teacher interviewed indicated that tape recorders were used in social studies. Students were allowed to watch Electric Company in the morning. HEP equipment (e.g., ear phones, typewriters, film loops) were used for reading and language arts.

III. The greatest proportion of teacher time was spent with individual students. Small group activities took up the second largest time allotment. Large group and whole class activities filled up the remainder of the class time.

IV. At the beginning of each school year rules were established to specify things that students could do and things that students could not do. Counseling was a way to deal with discipline problems.

V. Students engaged in peer-tutoring to help each other learn.

VI. The teacher pointed out that individualization did not mean letting students go on their own. It merely meant students were allowed to progress at their own rate. In addition, it meant grouping of students according to their needs and problems.

VII. There were built-in choices in HEP. The teacher role in HEP was to guide the students. In general, the teacher had no problem with students who did not want to do class work as long as they were not disturbing the class.

VIII. The teacher role changed as the school year progressed. It was necessary to play the role of a strict disciplinarian at the beginning of the school year. The role became less rigid and formal as the school year progressed. It should be noted that during the observation period, the atmosphere in the classroom was quite informal.

IX. No information was obtained with respect to teacher-parent contact.

X. Team teaching - not applicable.

XI. The teacher had 16 years of teaching experience and was on a 3 on 2 team for six years. She felt that she was able to get to know the students better in the self-contained class than in a 3 on 2 situation. She liked the self-contained class because it provided her with the freedom to change things easily and quickly. The teacher further indicated that students in a 3 on 2 situation tended to play one teacher against another.

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OBSERVATION 23

The class being observed was a self-contained HEP class in the Maui District.

I. The schedule for a typical day was:*

	M	T	W	Th	F	
7:50-8:00	Attendance, lunch money, etc.---					pupils take part "monitors" "helpers."
7:50-8:40	Mathematics---------------------					3-5 groups formed weekly on basis of previous weeks work. Once a week, students come together as a class/ or math games.
8:40-9:10	PE		PE	PE	PE	Entire class; one day students choose games.
8:40-9:40		Films				Ordered by teacher; hopefully arrive in time for integration with material being taught/discussed in class.
9:10-9:40	Sci.		Sci.	Soc.St.	ETV/ Musc	Students work on projects in self-selected committees.
9:40-10:00	Recess--------------------------					
10:00-10:30	HEP	Socials	Music	Music	Sci.	
10:30-11:00	ETV Mulligan's Stew - Health Program					also involves use of comic books.
11:00-11:15	HEP----------------------------					
11:00-11:15	Lunch--------------------------					
12:00-12:45	HEP----------------------------					basic procedure.
12:45-1:45	Art	Musc Lit.	Art	Musc Lit.Lib.	Let's Plan	

*Pupils decided when courses/subjects would be given.

II. HEP - basic HEP with various subgroupings, e.g., reading groups (5), sounds group (3), using text teacher developed.

evaluation - teacher does checking
- also student's (who are more advanced in HEP)

Mathematics: textbook series
3 to 5 groups
evaluation using textbook end-of-chapter tests; teacher has extra ditto sheets and booklets for those who need extra help
students can get help from teacher; are encouraged to seek help from other students
use of geo board

Remaining courses: Use of ETV, games (checkers, snoopy, language games, puppets), globes, discussions, lectures.

III. The teacher spent her time in the classroom as follows:

a. entire class =20% (includes assigned seat work)
b. class divided =not applicable
c. small groups =50% (Math groups, project committees, etc.)
d. individual =30% (HEP)

V. The students work together on

HEP,
Mathematics, and
Project Committees.

Students as tutors hinder each other in that youngsters will interfere with each other. They are easily distracted, particularly poorer students.

VI. The concept of individualization was defined as,

"work at own rate of speed on a variety of projects:

Individualization was taking place in HEP and mathematics.

VII. The pupil was involved in decision-making in the following areas:

HEP planning
Timetable
Project Committees
Monitors required so class can operate effectively
Class rules and consequences of rules broken
PE - games to be played

VIII. The relationship between teacher and pupils is one in which the decision-making described above takes place within parameters established by the teacher; she is the authority figure when necessary, students see her as "their" teacher, do not fear her.

IX. This teacher, who last year was on one of the 3 on 2 teams disbanded because of the decreased enrollment, felt there was little difference between self-contained and 3 on 2 with respect to contact with parents.

X. Team Teaching - not applicable.

XI. She commented 3 on 2 is good for HEP, that child had choice among teachers to approach, and there was more "free" time in 3 on 2 than in self-contained.

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OBSERVATION 24.

The class being observed was a self-contained HEP class in the Windward District.

I. The schedule for a typical day was:

8:00-8:15 Morning business----------------- done by students on a rotational basis
8:15-9:40 Mathematics---------------------- 2 groups formed on basis of ability; each group works with a different text; within each group get subgroups, one-to-one, depending on the nature of the problem.
9:40-10:05 Recess--------------------------
10:05-11:30 HEP---------------------------- Basic HEP procedure
11:30-12:20 Lunch--------------------------
12:20-1:30 Soc.St. Art Films Art Soc.St.
1:30-2:00 PE Sc. Sc. Lib.

II. HEP - move to another self-contained room where HEP materials are available
evaluate according to HEP
all HEP materials used

Mathematics - ability groups - two - use different texts. Worksheets of varying difficulty prepared by the teacher. Within groups, very flexible: smaller groups, one-to-one.

Uses games (boys vs. girls), visual aids - pictures, library, word, clocks.

Students bring work to teachers for correcting, then place in their own file for subsequent use in parent-teacher conferences.

Remaining courses:

Science - this teacher is a botanist - the science class involves investigations - topics oriented around Hawaiian materials which teacher and pupils bring to class; e.g., fruits, plants.

Integrates Art and Science; use of films.
Language arts - ETV - builds in contests.
Health ETV, diagrams, etc.
Art - "scrap art" "Pick up stuff and make it into something."

III. The teacher spent her time during the day in the following manner:

a. entire class = 50 % (but includes seat work, project work)

b. class divided = not applicable

c. small groups } 50% (HEP, Math, Art)
d. individualized }

V. The students work together on HEP and Science.

As far as hindering, some students are easily distracted. There were a "couple of bullies" she has to watch.

Teacher's comment - "about the same as 3 on 2"

VI. The teacher defined individualization as the "child working at own speed." Individualization was taking place now in HEP and Mathematics.

VII. The pupil was involved in decision-making in HEP with guidance, and in Mathematics - students select board work, ditto sheets, or text in whatever order they want.

VIII. The relationship between teacher and pupils is one in which the pupils see her as a teacher, and an impartial friend.

IX. She calls parents when there are discipline problems or a pupil's progress is not satisfactory. Feels more contact with parents in self-contained than in 3 on 2.

X. Team Teaching - not applicable.

XI. There are too many children, cannot establish personal relationships.

There is more flexibility in self-contained, schedule more under control than in 3 on 2, can therefore take advantage of new interests, etc.

The teacher likes to involve children in attendance, lunch money tasks, believes self-contained provides a better opportunity for this kind of pupil involvement.

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OBSERVATION 25.

The class being observed was a self-contained non-HEP class in the Leeward District.

VI. We did discuss her attempts at individualization in a self-contained class. She recognized the need to help each child at their own level, but taught the class as a whole.

X. Team teaching - not applicable.

XI. She did mention that she worked as a team with the self-contained teacher next door sharing each others talents. This was initiated on their own. Half of her students and half from the other room would meet in the afternoon for literature from this teacher and art from the other teacher. The students would shift the next day to the other teacher.

Because of time restrictions this section is limited to the following class observation:

> While I was there I observed a discussion of carrying numbers in addition. She sat in a child's chair at the board and the students sat all around her on the floor. She conducted the instruction by asking the class to point out her errors. When an error was noted, that student told the class why. Finally, she had students (about 20) giving correct responses. The students remained quiet and well-mannered, not shouting out answers. When it was time to do their own seat work, the students moved quickly and quietly to their desks. There was a lot of discipline operating, but the teacher had a way of acknowledging each child and rewarding their behavior. When the students were working at their desks, the teacher showed me some creative writing her class had done. For each child she had a comment on the level at which they were functioning academically and how she planned to help each one.

OBSERVATION 26.

The class being observed was a self-contained non-HEP class in the Windward District.

I. The day's schedule was as follows:

	M	T	W	TH	F	
8:00-8:15	Morning Business------------------------					Pupils handle this, called "helping hands"
8:15-8:30	TV	TV				Television programs on Health, Workshop, etc.
8:00-10:00	Language Arts---------------------------					Entire Class
10:05-10:30	Recess----------------------------------					
10:30-11:25	Mathematics-----------------------------					All Grade 3 pupils in school divided into 4 homogeneous groups based on last year's math performance. One teacher per group; two teachers free to provide individual assistance as needed.
11:25-12:00	Lunch-----------------------------------					
12:00-1:15	Sc. or SS	Films	SC or SS	SC or SS	Art	SS/SC split time based on current stories, e.g., elective time devoted to SS.
1:15-1:55	Music	PE	Lit.Lib.	Lit.Lib.	Interest activities	

II. Reading/Language Arts - open court series
- begin with Foundation program - all students here now;
- later will break into 3 reading groups; homogeneous by reading ability
- evaluation of text based on 1) questions at end of chapter
  2) read aloud
  3) research work, e.g. explorers, books from library.

Mathematics - see interview/Observation No. 8.

Remaining courses - Science - experiments - using materials produced by teacher and materials brought from home.
Social Studies - text oriented; students bring news clippings; use made of library
Health - ETV

III. The teacher's day was spent as follows:

a. entire class = 40%

b. class divided = 20% (Math)

c. small groups = 30% Art, Sc. work with partner on Sc. experiments; committee work on Social Studies; Reading

d. individual = 10% research component of Language Arts Program.

V. The students work together on Language Arts; activities involving partners (e.g. Reading, puppet shows), Science - work on experiments together, and Committee work in Socials.

If there were more structure students hindering each other would be reduced.

VI. The teacher defined individualization as, "not just one person, but 2 or 3 who need the same help." Individualization is going on now in reading.

VII. The pupils are involved in decision-making in the following areas:

Interest periods
Choose art project within given set of parameters
Can select from among science experiments
Select research from among alternative topics in Social Studies

VIII. More teacher directed; congruent with Open Court program in Language Arts; kids do see teacher as a teacher and friend.

IX. The parent contact was not too often; nothing really extra beyond regular reporting.

X. Team teaching - not applicable.

XI. 3 on 2 provides better pupil/teacher ratio, but control is more difficult; two of her students transferred from 3 on 2 at request of parents. When had two self-contained classes, teaming between teachers of these two classes.

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OBSERVATION 27.

The class being observed was a self-contained non-HEP class in the Honolulu District.

I. The day begins with reading and language arts, and before lunch once a week a trip to the library. After lunch, math instruction and today a film after math. On other days after math, science or social studies would be the topic.

II. In language arts the teacher uses the school adopted text but takes out areas not relevant. She also has collected a number of teaching aids she uses in language arts. She has been teaching 28 years.

In math she uses the Addison-Wesley series and lets the student advance at his own pace. There are tests every Friday in math and spelling.

III. While the students are doing their seat work, the teacher is able to work with the learning disability students in her class. As far as the amount of time spent in individual work with students, about 1½ hours out of the day are spent, with the balance of the day with the entire class.

V. The teacher really did not believe in the use of tutors, but she did use them occasionally. The brighter students are sometimes able to help the other students but not always.

VI. The concept of individualization to this teacher meant taking the child where he is, but trying to group students when weaknesses occur. She cannot work one-to-one with everyone, that spreads her too thin, but she does the best she can. She expressed a desire for help in her class to individualize. She asked the principal and he never responded with either materials or inservice help. She was critical of the amount spent per child in HEP ($165), in the 3 on 2 program per child ($125), and in the self-contained class per child ($25). The figures were reported by the teacher. When she did ask for help, none came.

VII. In the area of student decisions, the teacher reported that the students plan their work day and then work at their own pace.

X. Team teaching - not applicable.

XI. As final comments, the teacher wondered why self-contained classes were never evaluated, that the self-contained teachers feel left out of the educational decisions made in Hawaii. She also said the problem students in 3 on 2 classes were sent to the self-contained classes, which doesn't help the self-contained teacher. Finally it was noted by the teacher that 3 on 2 was a good concept, but the implementation was poor.

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OBSERVATION 28.

The class being observed was a self-contained non-HEP class in the Central District.

I. On a typical day, the schedule of activities for the class was:

A.M.
Morning Business
Language Arts
Recess
Arithmetic

Lunch

Social Studies
Science
Art
(3 self-contained classes rotate, with teachers specialized in teaching one of the above subjects)

P.M.
Recess
Music
PE
Health
(3 self-contained teachers each teach only one of the above subjects for all three classes)

II. In Language Arts, the Ginn 360 series is used. Students are taught sentence structure, creative writing (once per week), cursive writing, oral speaking, spelling. Students are grouped homogeneously by ability.

There is also homogeneous ability grouping of the students for Mathematics. Different text materials are used for each ability group.

III. Generally, the instructional day is spent as follows: two hours working with the large group, two hours working with individuals, and one hour in small group work.

IV. The Student Council helps in preventing discipline problems. The Council frequently brings students who misbehave before the whole class.

V. Children help each other in reading, mathematics and art on a volunteer basis. There is no formal tutoring of peers.

VI. Individualized instruction occupies about 40 percent of the school day.

VII. After assignments are completed children can choose how they spend their time constructively.

VIII. Relationships between the teacher and students are friendly and affectionate.

IX. Parents are invited to feel free to come by or call, and they do so frequently.

X. Team teaching - not applicable.

XI. It should be noted that there is a lot of teaming among three self-contained classroom teachers. Three classes of third graders are divided among the three teachers for instruction in each teacher's specialty. The teachers get together three times per week for planning.

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OBSERVATION 29.

The class being observed was a self-contained non-HEP class in the Honolulu District.

Children were selected to be in the classroom because it was concluded that they had special problems which would keep them from being effective in a 3 on 2 classroom. Some of the students are shy; others have emotional problems which require professional help.

I. On a typical day the schedule for the class was:

Opening Business
Language Arts:
A.M. SRA reading lab four reading groups; spelling
Recess
Math

Lunch

P.M. Art, Music, and PE twice per week.
Social Studies and Science, three days per week.

II. In the Language Arts, the students use SRA reading lab materials; there are four reading groups; spelling is by groups; they use "Listen and Think" tapes.

Mathematics instruction is mainly through use of the textbook; however, the students do manipulative tasks, such as measuring.

The children are taken on several field trips during the course of the year.

III. During the course of a typical day, the instruction involves the entire group for approximately one-sixth of the time; small groups, two-thirds of the time; and individualized work, one-sixth of the time.

IV. Discipline is maintained through rewarding good behavior.

V. Children consistently help each other; they ask someone in their group a question first before taking the problem to the teacher.

VII. Students have some options about how they spend their time; however, certain basic things are required.

VIII. Relationships between teacher and pupils are relaxed and informal; however, the teacher has full control of the class. Students respect her without being submissive. The teacher has good rapport with each child.

IX. The teacher works closely with parents. They are sent a letter every two weeks regarding the progress of their son or daughter.

X. Team teaching - not applicable.